



Policy Title:	CURRICULUM POLICY	
Author:	Director of Teaching and Learning	Checked by: The Head
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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 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 work towards embedding diversity into the curriculum of all School Departments.
- 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. Race is one of the protected characteristics under the Act. The following characteristics are also relevant to pupils:

- disability
 - gender reassignment
 - race
 - religion or belief
 - sex
 - sexual orientation.
- 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:

1.0 The DoTL oversees the curriculum, ensuring departmental schemes of work and regular assessments for learning facilitate excellent pupil progress. This approach extends to Prep and Pre-

prep as well. Clear expectations are established at the start of the year, upheld by both staff and pupils to maintain a conducive learning environment. The appraisal process, lesson observations, and annual departmental curriculum reviews with the Head and DoTL promote high-quality and consistent teaching. Weekly sharing sessions focus on sharing best practices within departments, covering exemplary lessons, innovative teaching methods, classroom management strategies, and effective use of IT in planning, teaching, and assessment.

I.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.

I.2 The curriculum has much in common 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.

I.3 Duke of Kent School seeks to ensure that the curriculum is inclusive of diversity and teaches children about prejudice and bias. The School ensures that INSET training is undertaken by all teaching staff to include: anti-discriminatory practice, ethics and values, and dealing with disclosures. Heads of Department review departmental curricula to ensure that they are inclusive of diversity. All children should gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people.

I.4 All academic departments have work towards embedding diversity into curriculum.

I.5 When creating schemes of work Heads of Department take into account the age of all pupils and ensure that teaching is appropriate to their age or religious background. Reasonable adjustments to alleviate disadvantage are made, for example by taking positive action to deal with particular disadvantages affecting a group because of a protected characteristic under the Equality Act 2010.

I.6 The PSHE programme ensures that relationships education and RSE is accessible for all pupils, including those with special educational needs and disabilities. The Head of PSHE and Lead School Nurse work closely with parents in all cases when planning and delivering RSE, ensuring that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that the child be withdrawn from some or all of sex education delivered as part of statutory RSE.

I.7 Relationships Education and Relationships and Sex Education (RSE) are delivered in accordance with the Department for Education's *Relationships Education, Relationships and Sex Education (RSE) and Health Education* statutory guidance, revised for September 2026. Provision is age and developmentally appropriate, carefully sequenced and responsive to pupils' needs. Teaching promotes healthy and respectful relationships and ensures pupils develop the knowledge needed to navigate relationships and life, including the opportunities and risks presented by the online world. The School works in partnership with parents and ensures that curriculum content and resources are appropriately transparent and accessible.

I.8 The Director of Teaching and Learning works with Heads of Department to ensure that the materials used to support teaching are appropriate for the age and maturity of pupils and sensitive to their needs and ensure that the needs of all pupils are appropriately met, and all pupils understand the importance of equality and respect.

I.9 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.

I.10 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.

I.11 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.

I.12 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.

I.13 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. Teachers use Google Classroom to provide assignments and material to pupils.

I.14 A strong partnership between home and school is key to pupil success, and Duke of Kent School actively works to maintain this. Each year begins with an Information Evening where the Head, senior staff and Form Teachers outline key aspects of the curriculum and learning for each year group. Parents of pupils from Reception to Year9 receive a Curriculum Overview detailing subject content, and additional information is available on the school website or on request.

I.15 Pupils are expected to play an active role in their learning, regularly reviewing progress and discussing attainment targets with Form teachers from Year 3. 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 to actively consider how they are learning and what progress they are making. From Year 7, pupils attend annual Parent Meetings with staff alongside their parents

I.16 Personal electronic devices, such as iPads and Chromebooks, are used extensively in teaching and learning from Y2-11, with dedicated devices assigned to pupils and teachers to enable I

to 1 access. From Year 6, pupils are encouraged to take their devices home to continue their studies. Pupils and parents are given regular guidance regarding sensible and safe use of the devices.

1.17 The curriculum aims to deliver excellent teaching and learning experiences that stretch and challenge pupils so 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.

1.18 All pupils have access to Google Classroom. Teachers use Google Classroom to set tasks and provide resources for pupils. Work is also submitted and marked, where appropriate, using Google Classroom.

1.19 All staff and pupils in Years 3–11 are issued individual Chromebooks; Pre-prep pupils also have access to Chromebooks and iPads. Classrooms are well equipped with digital tools, books and hands on materials. Teaching fosters independent, creative and ambitious learning. Engagement is strong, supported by a rich extra-curricular programme that further develops academic and personal skills.

1.20 Pupils are given a wide range of activities that help them to develop excellent communication skills. They are encouraged to be assured speakers with the many opportunities they are given and the respect with which their views are received by their teachers.

Progress and Reporting

2.0 At Duke of Kent School we have a strong focus on inspiring pupils to develop a ‘Growth Mindset’ by encouraging them to recognise that their talents, abilities, and intelligence can be developed. When presented with an opportunity to learn, they should be eager to stretch themselves. When they feel failure, they should seek to understand what they could have done differently and engage positively with feedback. For this reason, we focus on ‘Attitude to Learning’ (ATL).

2.1 For pupils in Years 3–11 the Attitude to Learning (ATL) Grades are on the 1–5 scale shown in the box below.

ATL Grade	1	2	3	4	5
Level	Excellent	Very good	Good	Below Expectation	Cause for Concern

A grade of 1-5 will be awarded to each pupil in the Attitude to Learning sub-categories specified in the School Phase section of this guide.

ATL Descriptors

2.2 One of the primary concepts underpinning our reporting system is to make it intuitive, to parents, pupils and staff. We have therefore eschewed the previous grade descriptors. However, they remain at the foot of this document, for your reference.

Prep School

2.3 Each half-term, you will input an *Attitude to Learning* grade into iSams for each pupil you teach. Additionally, once a term, you will complete an *Attainment* report, indicating each pupil's current attainment in the core subjects, Maths, English and Science. These will be completed in the second half-term of each term. In the Summer Term, you will complete an Attitude to Learning report in the first half-term, and a combined Attitude to Learning, Summer Exam outcome and written subject report for each pupil.

2.4 Under the umbrella of 'Attitude to Learning', we will now report on sub-categories. We will award each pupil a grade, from 1-5, in the following sub-categories:

- **Conduct in Class**
- **Organisation**
- **One of the Doctopus Values** we strive to embed in the pupils: Resilience, Effort, Motivation, Response to Feedback, Challenge, Positive Attitude, Embracing Mistakes, and Focus. These will be reported upon on a half termly rotation.

Senior School

2.5 In Years 7–11, reporting is designed to provide pupils, parents and teachers with a clear and accessible picture of both current attainment and attitude to learning. The reporting system supports regular reflection on progress, recognises positive learning behaviours and enables appropriate support, intervention and challenge to be identified.

2.6 Attitude to Learning (ATL) is reported separately from academic attainment. Pupils receive an ATL grade on a five-point scale for Conduct in Class, Organisation, Effort in Class and Effort with Homework. These grades provide a clear indication of the behaviours and habits that contribute to successful learning and help pupils identify areas in which they can take greater responsibility for their own progress.

2.7 Current Attainment reflects the standard at which a pupil is currently performing and the GCSE grade range they are judged to be on track to achieve. It is informed by appropriate assessment evidence together with teachers' professional judgement and is reported using GCSE grade bands. Current Attainment is distinct from the result of an individual examination or assessment.

2.8 From Year 7, reporting also provides appropriate reference points against which attainment and progress can be considered. CAT4 assessments generate nationally standardised GCSE indicators, while a Duke of Kent Target Grade provides an appropriately ambitious and responsive target for each pupil. Target grades are reviewed over time and may be adjusted where sustained performance indicates that greater challenge is appropriate.

2.9 Formal reporting takes place at appropriate points throughout the academic year. In the Autumn and Spring Terms, parents receive information about pupils' Current Attainment and Attitude to Learning. Written subject reports and examination outcomes are provided at designated points according to year group. The annual reporting schedule is published separately and reviewed each year.

2.10 Reporting forms part of a wider cycle of assessment, feedback and intervention. Teachers, Form Teachers, Heads of Department and senior staff use reporting and assessment information to recognise achievement, identify patterns or concerns and ensure that pupils receive appropriate support or additional challenge. Pupils are encouraged to understand and reflect upon their own information and to respond positively to feedback.

Monitoring Progress

3.1 Form teachers review data to monitor progress, identify patterns or concerns, reward commendable progress, and plan interventions in consultation with the Head of Section, Head of Learning Development, or Director of Teaching and Learning as needed. Form teachers will initiate communication with parents when necessary. Teaching staff regularly refer to and address pupils' Attitude to Learning grades in their classes.

3.2 The system aims to:

- Maximise the achievement of each pupil in each subject
- Provide accurate and current information of progress
- Stretch and challenge pupils
- Identify areas requiring further attention
- Provide targets to promote further progress
- Reflect the School's culture of pursuit of 'Personal Best', embodying an ambitious, 'growth mindset'

Full 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.

4.2 From Year 7 onwards, pupils have the opportunity to discuss their reports with their Form teachers. Pupil and parental feedback can be shared with Form teachers or Heads of Section as a valuable part of the reporting process. In the Prep and Pre-Prep, pupils receive two written reports, one 'settling in' report from the Form Teacher in October Half Term and a full report from all subject teachers at the end of the Summer Term. For Years 7-9, a full written report is provided at the end of the Summer Term. Year 10 receives a full written report at the end of the Autumn and Summer Terms. In Year 11, an academic written report is given at the end of the Spring Term, which includes feedback on GCSE Mock exams and improvement targets as they approach their GCSE Exams after Easter.

4.3 Results of annual examinations (for Years 3 and above) are shared with pupils and parents in the Summer Term, and published in the Summer Reports for Years 7 and above. Mock Examination results are released for the Spring Term Year 11 Parent Meeting and added to the Parent Portal.

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.

5.4 The School uses a 'Parent Booking System' which allows parents to make appointments with their pupil's teachers. Parents who cannot make a meeting are contacted and alternative arrangements made. If a family does not make appointments this is followed up by the School office to ensure that appropriate communication between the School and parents takes place.

Assessment and Tracking

The Director of Teaching and Learning and the Data Coordinator oversee the effective organisation of the School's assessment, tracking, and recording systems in the Senior School. The Data Coordinator works in liaison with the Deputy Head of Prep & Pre-prep in order to ensure compatible data between Pre-prep, Prep and Senior School and smooth transition of data on pupils moving from across departments.

6.1 The School uses standardised tests to provide a rounded profile of all students' abilities so that teachers can set appropriate targets, allocate support, provide the right level of challenge and make informed decisions about students' progress.

6.2 GL Assessment reports, based on standardised tests, are used to provide a unique profile of each student's strengths and weaknesses across four batteries: Verbal Reasoning, Non-verbal Reasoning, Spatial Reasoning, Quantitative Reasoning

Pupil Tracking

Pupil tracking plays a crucial role in our commitment to student development and academic success. We utilise tracking data to uncover hidden factors that may be impeding the progress of underperforming students and to gauge the capabilities and potential of each individual. To elaborate on our pupil tracking procedures:

6.3 Data Review and Evaluation: The Director of Teaching and Learning works closely with the Data Coordinator, Learning Development and Heads of Department to review data from standardised tests and internal assessments. Summer exam results are uploaded to iSAMS and shared in a clear format. This supports the creation of a detailed academic profile for each pupil and helps guide next steps in teaching and support..

6.4 Benchmarking Against National Standards: The data collected through tracking is employed to benchmark our students against national performance standards from Year 2. This benchmarking enables us to gauge our school's performance in comparison to national norms, aiding us in identifying areas of excellence and areas in need of improvement.

6.5 Accessibility and Support for Teachers: Teachers are given clear, accessible tracking data by the Data Coordinator via the Staff Google Drive to support analysis and inform teaching. This helps tailor lessons to pupils' needs and progress.

6.6 Monitoring Academic Patterns: The Data Coordinator identifies and monitors general academic patterns, ensuring that relevant findings are communicated to our Senior Leadership Team (SLT) and staff as appropriate. This communication aids in aligning the educational strategies of the School with emerging trends and challenges.

6.7 Individual Target Setting: Discrepancies in individual standardised test scores are thoroughly reviewed to ensure that personalised academic targets are set appropriately for each student. This approach enables us to cater to the unique needs and potential of every learner. In Years 7-11 intervention meetings are held which identify pupils who require additional support or monitoring.

6.8 Data Consistency: To facilitate effective data analysis and comparisons across year groups and subjects, our Data Coordinator maintains a consistent data format (as far as possible within confines of age appropriate assessment) throughout the school. This consistency ensures that data is readily accessible and interpretable for all stakeholders.

6.9 If data tracking or pupil progress identifies that a pupil may have an underlying difficulty or barrier to learning, they will be referred to the Learning Development Department (please see 'SEND, EAL and More Able Pupils' policy for how SEN pupils are identified and supported).

In summary, the school's pupil tracking initiatives are designed to identify and nurture the potential within each student, empower our teachers with actionable insights, maintain data consistency for meaningful comparisons, and ultimately contribute to our collective pursuit of educational excellence.

Curriculum Support Arrangements: Learning Development Department (LDD)

7. 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. The curriculum policy should be read in conjunction with the SEND/EAL and more Able policy where there is detailed information about how pupils' needs are identified and supported.

Personal Development

8.0 Careers education: the school's Careers Officer ensures that pupils receive excellent impartial careers guidance.

8.1 Personal development and pastoral education is embedded in the supportive culture of the School. A wide range of opportunities for personal development are delivered through social events, form times, assemblies, visiting speakers and extra-curricular visits and activities.

8.2 There are a wide range of opportunities within and beyond the timetabled curriculum. The Duke of Kent School curriculum, coupled with opportunities provided by many strong partnerships with the local and international community, offers highly positive, memorable and diverse experiences that offer a breadth of high quality learning. These are provided through extensive extra-curricular opportunities and through a broad range of events, trips and visits to local, national and international destinations.

8.3 Duke of Kent School ensures that pupils' spiritual, moral, social and cultural development is supported through a wide range of opportunities. Excellent relationships between pupils and teachers encourages a supportive, highly cohesive and inclusive learning community where every child feels valued. Interaction between year groups is encouraged, through activities such as 'Peer Mentoring', shared reading and numerous house competitions, events and activities.

8.4 The School promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance throughout the curriculum and pastoral time, including assemblies and school trips and visits.

8.5 The School is committed to helping pupils in their community beyond school. Through charity initiatives, the school council and pupil-led fundraising through the charity committee, pupils are encouraged to learn how to make a meaningful difference in the world around them.

8.6 Pupils are provided with a wide range of opportunities for creative expression, performance, group work, communication, leadership and appreciation of other cultures and points of view. The broad scope of our inclusive policy towards engagement with the Performing Arts has a positive impact on teaching and learning. Pupils' experiences at school are enriched through many new and

exciting challenges on offer as they explore and develop creativity in their learning, not only in art, dance, drama and music, but throughout the whole of the school curriculum. The supportive nature of the school, which encourages all pupils to engage in the Performing Arts, leads to greater self-esteem and a greater confidence in their ability to express themselves.