



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 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 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:

1.1 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 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.

1.4 As part of the 2021-22 Appraisal Process all academic departments have a target work towards embedding diversity into curriculum.

1.5 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 and 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.

1.6 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.

1.7 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.

1.8 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.

1.9 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.

1.10 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.

1.11 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.

1.12 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.

1.13 PSHE education is delivered through dedicated PSHE lessons in Years 3-7 and in Form Time and Religious Studies lessons for Years 8-11. These sessions combine personal, social and health education with a broad-based religious education. Heads of Section help co-ordinate the reinforcement of the programme through Assemblies. The Head of PSHE provides resources for PSHE teachers and operates a system of continuous review to ensure material is relevant and engaging. A programme of study and resources are available via Google Classroom for form teachers to access. External speakers, where possible, enrich the programme. The Schools aim is to move towards specialist PSHE teaching for the whole school on an incremental basis as we develop further resources and teaching expertise.

1.14 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 is sent to parents in Years 7-9 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.

1.15 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.

1.16 Personal electronic devices, such as iPads and Chromebooks (Yr 10 and 11), 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. 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 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.

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.

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:

2.1 From Y3 to Y11 pupil effort are monitored with Attitude to Learning Grades, which parents access remotely via the Parent Portal area of the School's information and management system (ISAMS). Additional attainment information is provided, appropriate to age, as outlined below.

2.2 Years 3-6

- Pupils receive ATL grades, on the 1-5 scale, from each subject on a half-termly basis.
- Pupils also receive three targets, called 'Next Steps', for the upcoming half term. These identify areas in which the pupil would benefit from targeting their attention. Next Steps are identified and discussed collaboratively between the pupil and Form Teacher.
- ATL grades and Next Steps are shared with pupils during Form Time and are issued to parents via the Parent Portal.

2.3 Years 7-8

- Pupils will receive a Half-Termly report card
- In Years 7-8 pupils receive an ATL Grade, now using the 1-5 scale, with the addition of a comment box for each subject to provide a written target which will indicate an area for improvement
- Teachers also include a Progress Judgment for each pupil on a 1-3 scale for tracking purposes and is reviewed half termly by the Data Coordinator. This information will be for internal use by only and will not be sent to parents.
 - 1 = Student performing above expectation/exceeding expected progress
 - 2 = Student performing at expectation/meeting expected progress
 - 3 = Student performing below expectation/failing to meet expected progress
- Performance is judged against CAT4 Baseline Assessments. Teachers use pupils' CAT4 results, which provide a detailed and objective analysis of their reasoning abilities, to make the Progress Judgement about how the pupil is performing in their subject. The CAT4 results are used to identify strengths and weaknesses and to help inform which learning strategies might be most effective.

2.4 Years 9-11

- Pupils will receive a Half-Termly report card
- Pupils will be given a DOK Challenge Grade using the 9-1 GCSE Scale. The DOK Challenge Grade will be formulated through a combination of national standardised tests (CAT4),

assessment of academic performance in years 7-8 and a teacher judgment of what the pupil could achieve at GCSE if they fully challenge themselves

- It is important to note that this is not a 'ceiling' and pupils can work above their DOK Challenge Grade.
- The Challenge Grade can change depending on performance and application
- Based on the Challenge Grade Teachers will provide a Progress Judgment indicating whether the pupil is 'Above Target', 'On Track' or 'Working Towards'.
- Pupils will receive a written target which will indicate an area for improvement.

3.1 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.

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 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). Pupils in Years 7-9 receive a full written report at the end of the Summer Term, Year 10 receive a full written report at the end of the Autumn Term and Summer Term. Year 11 receive an academic written report at the end of the Spring Term which provides feedback on GCSE Mock exams as well as targets for improvement as they embark upon their GCSE Exams after Easter.

4.3 Results of annual examinations are contained in the Summer Reports. Mock Examination results are released for the Spring Term Year 11 Parent Meeting and added to the Parent Portal.

Parent Meetings

** Due to COVID-19 some parent meetings will be carried out remotely in the Academic year 2021-22. The Autumn Year 11 Parents' Meeting was held remotely and so, if restrictions allow, will be held again in the Spring Term. The School uses a 'Parent Bookings System provided by Net Media which provides 'Virtual Parents' Evenings' in which parents can meet with teachers remotely rather than face to face. The school's aim is to contact meetings in person where possible.*

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 do not make appointments this is followed up by the School office to ensure that appropriate communication between the School and parents takes place.

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: October 2021 by Alex Seeley
Next review: September 2022