Kings Langley School
Unlocking Potential for Life

Curriculum Policy

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Curriculum policy

Kings Langley School
Unlocking Potential for Life

"Education that does not mould character is absolutely worthless"
- Mahatma Ghandi

Vision:

Our vision for the curriculum is to enable students to flourish in all areas of their lives, support their development into well-rounded, empathetic beings who are able to contribute and shape society and the wider world, whilst respecting and supporting those who live in it.

Curriculum Intent:

Our **aim** is to provide a broad, progressive, knowledge-engaged* curriculum which enables students to:

- Be happy, healthy and flourishing individuals whilst also being reflective and contributing members of the Kings Langley family.
- Increase their depth of knowledge and their strength of character.
- Improve their skills, particularly those relating to the application of knowledge, such as problem solving, analysis and evaluation.
- Learn a variety of hinterland* knowledge, which should shape and enhance their learning.
- Develop and even challenge their personal attributes and character virtues through a model of character: caught, taught and sought. Catching character virtues from their interactions with our community; taught through educational experiences and reflection; and sought by engaging in activities and opportunities to pursue their own character development.
- To develop aspiration and ambition with students encouraging them to think, work and seek futures without limitations.

Our **official curriculum** is by design, subject centred whilst the content is progressive and cumulative. Leaders should ensure that programmes of learning:

- Have full coverage of the curriculum using the best models and formats for their subject, to allow retention and application of knowledge. This should be through spiral*, sequenced* or layered designs*, and use interleaving*, spaced* or distributive* practises as appropriate.
- Identify "automatic" knowledge that students must know to ensure they have free memory space to focus on composite functions.
- Build in character, numeracy (mental arithmetic, finance), literacy (oracy, handwriting, grammar, spelling, language skills and vocabulary), STEM and career opportunities at appropriate points to better the learning experiences for the students. These should allow extended connections to be made, which increase students' ability to memorise and recall the information, as well as deepen understanding.
- Plan the use of all learning opportunities so they are challenging and make the most productive use of allocated time.
- Extend learning through considered homework, tutoring and interventions that support and extend the retention and understanding of previously learnt knowledge.

At Kings Langley School we positively promote the development of character, and this is reflected in our achievement of the National Character Kitemark + award. It often remains a **hidden curriculum*** in many schools, but we value the importance of its impact and have built this into our ethos and culture. Our focus is to develop their understanding of the different character virtues, and expand their thought processes, so that students can make 'good, reasoned choices' in real life situations, particularly when two virtues are in conflict (*phronesis*). We accomplish our character curriculum through the well-recognised: caught, taught and sought model.

Through our character development programme, and in association with a strong extended curriculum which includes clubs, visits, trips, work experience and visiting speakers, we look to enhance and expand the **cultural capital*** of all students. We embrace **community education*** and encourage students to get involved with local charities to do voluntary work and providing social action, giving service to others.

Alongside these sits our personal, social, health and economic (PSHE) programme which incorporates our relationships and sex education (RSE), and our careers education, information, advice and guidance (CEIAG) work, which combine to support our aim in developing students who can succeed in life beyond secondary school.

** Definitions for these terms can be found at the end of the policy*

Curriculum Implementation:

Key Stage 3:

Number of lessons per fortnight:

	Year 7	Year 8	Year 9
Art	2	2	2
Computer Studies	2	2	2
Drama	2	2	2
English	7	7	7
French/ Spanish	4	4	4
Physical Activity	4	4	4
Healthy Lifestyles	1		
Geography	3	3	3
History	3	3	3
Mathematics	7	7	7
Music	2	2	2
PSHE	2	2	2
Religious Education	3	3	3
Science	6	6	6
Product design/ Food (Half year rotation)	2		
Product design/ Food/ Textiles/ Foundational skills (4 way rotation)		3	3

Key Stage 4:

Number of lessons per fortnight:

	Year 10	No of groups	Year 11	No of groups
Compulsory subjects				
English	7	8	8	8
Physical Activity	3	8	2	8
Mathematics	7	8	7	8
PSHE	1 & Thursday registration	6	Friday registration	6
Religious Education	3	8	3	8
Science	9	8	10	8

	Year 10	No of groups	Year 11	No of groups
Options				
Art	5	3	5	3
Business studies	5	3	5	4
Computer Studies	5	1	5	1
Drama	5	2	5	2
Food	5	2	5	4
French	5	2	5	2
Geography	5	4	5	5
Graphics	5	1	5	2
History	5	3	5	3
Music	5	1	5	1
Physical education	5	2	5	2
Resistant Materials	5	1	5	0
Spanish	5	1	5	3
Triple science	5	2	5	1

Key Stage 5:

Number of lessons per fortnight:

	Year 12	Number of groups	Year 13	Number of groups
Art	9	1	9	1
Biology	9	1	9	1
Business studies	9	2	9	2
Chemistry	9	1	9	1
Computer Science	9	1		
Drama	9	1	9	1
Economics	9	1	9	1
English	9	1	9	1
English GCSE	8	1	8	
EPQ	1	1		
French	9	1	9	1
Further mathematics	9	1	9	1
Geography	9	1	9	1
Politics	9	1	9	1
History	9	1	9	1
Mathematics	9	2	9	2
Mathematics GCSE	8	1	8	
Music	9	1	9	1
Philosophy and ethics	9	1	9	1
Photography	9	1	9	1
Physical Activity (non exam)	2	2	2	2
Physical Education	9	1	9	1
Physics	9	1	9	1
Product Design	9	1	9	1
PSHE	1	4	1	4
Psychology	9	2	9	2
Sociology	9	1	9	1
Spanish	9	1	9	1
Textiles	9	1		

Structure of classes:

Key Stage 3:

In Key stage 3, most subjects are taught in form groups.
The exceptions to this are in the table below.

Subjects:	Year 7	Year 8	Year 9
English			Taught in half year groups, split as ACD and GJP
Mathematics	Taught in half year groups, split as ACD and GJP which are set by ability		
Physical Education	Taught in half year groups, split as ACD and GJP linked with technology/ food/ healthy lifestyles	Taught in half year groups, split as ACD and GJP which are set by ability	
Science			Taught in half year groups, split as ACD and GJP
Technology/ Food/ Foundational skills	Taught in half year groups, split as ACD and GJP linked with physical education	Taught in half year groups, split as ACD and GJP. Rotate around Food, graphics, resistant materials and foundational skills.	

Key Stage 4:

Setting in half year groups, by ability takes place in mathematics for years 10 and 11.
Students in years 10 and 11 are taught in **half year groups** based on option choices for the remaining subjects. Where there is more than one group in an option block, subject and learning area leaders, in consultation with the SLT lead, may choose to set or arrange groupings to suit the needs of the cohort for example: English, science, business studies, geography, history, food, graphics and games.
PSHE is taught in **form groups**.

Key Stage 5

Groupings are set by the option blocks and the options choices the students take.
To enter the sixth form, students must meet the sixth form entry requirements. They must also meet the set requirements for each subject they wish to opt for. As these vary between subjects, due to the nature of the subject, it can create a natural setting arrangement.
PSHE is taught in **form groups**.

Movement within setting arrangements:

This is at the discretion of the teacher, the line manager and in consultation with the SLT lead and will be based on key assessments that take place over the year. It is not policy to move students up or down sets automatically based on assessment results, in order to avoid a “bouncing” between sets as it disrupts the progression of learning.

Curriculum Impact

We will consider our curriculum a success if we can demonstrate the following:

- The curriculum is successfully implemented to ensure students' progression of knowledge – students successfully 'learn the curriculum'
- The curriculum provides parity for all groups of students
- The curriculum leads to better academic outcomes for all groups of students
- We can identify with our vision as we see all students flourish in all areas of their school lives
- Our students have progressed into their revered path of choice, either in further education or career path
- The school achieves zero NEETs (Not in Education, Employment or Training)

OFSTED report May 2024:

"Pupils access a broad, interesting range of subjects that challenge them academically"

"The school has carefully thought through and planned the knowledge pupils should learn in each subject. The school has ensured that its curriculum planning is ambitious and builds the complexity of what pupils learn over time."

Legislation and guidance

- This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and uses the National Curriculum programmes of study as guidance.
- It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

Reference should also be made to the following policies:

- Relationships and sex education
- Careers education, information, advice and guidance entitlement statement
- Assessment and feedback

Definitions For Key Terms

- A **knowledge-engaged curriculum** believes that knowledge underpins and enables the application of skill. Therefore, a focus on both knowledge and skills.
- **Hinterland knowledge** is contextual knowledge, to provide deeper meaning, frame delivery, or give a sense of depth to a subject.
- The **spiral curriculum** is defined as a curriculum that returns to the same topics over time but increases in difficulty.
- **Layered Curriculum** is a three-layer model that requires students to work in layers and use higher level thinking skills. Layered Curriculums offer tasks that provide learners the opportunity to choose activities from simple to complex, or easy to difficult.
- **Spaced learning** involves repeating material at defined intervals, with unrelated activity in between, and has been shown in the lab to improve memory and retention.
- A **hidden curriculum** is a set of lessons "which are learned but not openly intended" to be taught in school such as the norms, values, and beliefs conveyed in both the classroom and social environment.
- **Cultural capital**, when used in relation to education, promotes the idea that schools should support the modern definition of what 'cultural capital' means. That is an individual who is knowledgeable about a wide range of culture, is comfortable discussing its value and merits, and has been given a vast array of experiences and access to skill development.
- **Community education** is a collection of programs to promote learning and social development work with individuals and groups in their communities such as volunteering, charity work, social action, and fund raising.