

## **Kings International College for Business & the Arts**

### **Curriculum Policy**

It is the policy of the College to offer a curriculum that is engaging and challenging for all students. Our approach to curriculum design, therefore, is innovative and demonstrates our open approach to new initiatives.

- The curriculum meets every student's entitlement for Mathematics, Science, English, Technology, Languages, Physical Education, The Arts, the Humanities, Religious Studies and PDP (this programme includes elements of careers, personal and health issues, enterprise and citizenship).
- The curriculum is relevant to each student and reflects the diversity we have in our community.
- Students receive quality information, advice and guidance to support transition to further education and employment.
- The curriculum provides the information and experiences necessary to enable a student to take a full and active role in society through the development of Personal Learning and Thinking Skills and emotional literacy.
- The curriculum is differentiated to cater well for students of all abilities. The content is adapted for the individual, taking into account cultural and gender issues and learning style preferences. It also provides for the appropriate stretch and challenge at each stage. Above all, our curriculum promotes enquiry and achievement.
- The curriculum reflects our commitment to our community, community education and lifelong learning for all students.

We are committed to promoting Business and Enterprise and expanding the provision of vocational courses. This commitment reflects our expertise in Performing Arts and Business.

### **Aims of the Curriculum**

1. To provide a rich and challenging curriculum, which embraces the specialism of the College, includes applied learning and is accessible to students of all levels of ability
2. To provide a curriculum that is engaging and develops a student's enjoyment for learning. This includes enrichment and applied learning opportunities at all key stages.
3. To ensure that equality of opportunity exists for all members of the College, regardless of race, ability, gender, or age.
4. To enable students to develop and maintain lively, enquiring minds, the ability to question and argue rationally and to apply themselves to tasks and physical skills.
5. To provide a platform for students to acquire knowledge and skills relevant to work and the economy through the curriculum, partnerships with sponsors, industry and commerce and our community initiatives.
6. To prepare students for effective citizenship in a highly technological and rapidly changing international community and to empower them to understand the world in

which they live, and the interdependence of individuals, groups and nations, as well as an appreciation of human achievements and aspirations.

7. To enable students to use language and number effectively as outlined in the numeracy and literacy strategies.
8. To recognise that students have individual learning needs and require a curriculum that can respond to these needs.
9. To provide all members of the College with opportunities to gain a wide range of recognised relevant qualifications.
- 10 . To instil respect for religious and moral values, other races, religions and ways of life and to foster healthy relationships with each other, as detailed in the PDP provision.
- 11 . To develop students as lifelong learners and to enhance the role of the college as a learning community.
- 12 . To foster a commitment to healthy living as typified by the “Healthy Schools Award.”

### **Our Commitment**

- All students will have access to the National Curriculum entitlement
- An appropriate range of externally recognized qualifications will be offered by each faculty to meet the needs of our students
- Our curriculum is designed to allow flexibility to adapt quickly to the demands of each cohort
- The quality of this provision will be reviewed and revised as required, annually
- All staff will participate in the provision of unbiased advice and guidance to prepare students for progression to the next Key Stage, to further education or employment

### **Timetable Construction**

The timetable is constructed to:

- Meet statutory requirements
- Accommodate subjects requirements re lesson length, visits and links with the community

### **Generic Skills**

Literacy, numeracy, communication and ICT skills (Functional Skills) and Personal Learning and Thinking Skills (PLTS) should be embedded in all schemes of work.

Student progress must be regularly monitored, assessed and reported to parents.(See Assessment policy)

### **Cross Curricular Opportunities**

All subject areas must provide opportunities for students to develop their Enterprise skills. In addition, CE (Curriculum Enhancement) Days and an Enterprise week will be included in the calendar to provide a planned opportunity for students to develop their problem solving skills in a fun and challenging environment.

Activities should be created to allow all students to develop transferable skills that support other subjects within the faculty.

Every student, whatever their ability or circumstance should have the opportunity to experience learning outside the classroom. Trips and visits must be organised to maximise the educational value to students and include opportunities to support other curriculum areas.

## Work Related Learning

Work related learning is an entitlement for all students aged 14-16. Work related learning uses the context of work to develop skills, knowledge and understanding which will be useful in working life.

We will:

1. Offer a range of co-ordinated, planned activities that use the context of work to develop knowledge, skills and understanding useful in work – including learning through the experience of work, learning about work and working practices and learning the skills for work.
2. Engage all departments in developing a whole-school approach to work-related learning. In different subject contexts, students will recognise core skills and competencies to enable them to successfully transfer from education to the world of work.
3. Use Work Experience and work-related learning activities , during Study plus lessons to motivate our students and raise their aspirations and enrich and support the learning experience of those who struggle to cope with mainstream education in Key Stage 4.

Every student in Year 10 will have the opportunity to participate in at least 5 days of work experience.

## Tutorial Time

During tutorial time all tutor groups follow the Personal Development Programme which is structured to:-

- Provide an opportunity for management of learning support through regular reviews of progress and achievement
- Develop personal, learning and thinking skills
- Develop community awareness, College, local and global
- Develop reading, time management and organisational skills
- Facilitate quality discussion between students and staff
- Provide an opportunity for reflection and Collective Worship

## Curriculum Model 2010-2011

- The timetable is divided into 30 periods over a one week cycle. There are six 50 minute lessons each day.
- Double lessons are provided in some KS4 & 5 subjects.
- Every day begins with a 20 minute tutorial period.
- During the middle of the day the students have another 15 minute tutorial or attend assembly ( twice a week in line with their rotation).
- A 30 minute morning break and a 30 minute lunch break have been created to allow students and staff to travel to partner schools within our 14-19 learning network.

<b>8.40-9.00</b>	<b>Registration and tutorial</b>
<b>9.05-9.55</b>	<b>Period 1</b>
<b>10.00-10.50</b>	<b>Period 2</b>
<b>10.50-11.20</b>	<b>Break</b>
<b>11.20-12.10</b>	<b>Period 3</b>
<b>12.15-1.05</b>	<b>Period 4</b>
<b>1.05-1.50</b>	<b>Lunch/tutorial/leisure</b>
<b>1.50-2.40</b>	<b>Period 5</b>
<b>2.40-3.35</b>	<b>Period6</b>

## **The Key Stages**

### **Key Stage 3**

In **Year 7 and 8** all students follow the same programme. In **Year 9** more able students begin an accelerated science route completing GCSE Core Science by the end of the year. All students have the opportunity to take GCSE Humanities.

Throughout Key Stage 3 students are encouraged to develop thinking skills, to acquire strategies for managing their own learning and to become competent in using ICT as a tool for learning.

### **Key Stage 4**

Students will be able to follow a range of courses as part of their National Curriculum entitlement leading to GCSE, Btec and OCR qualifications. The core curriculum, which is compulsory for all students, includes GCSE courses of English, Mathematics, Science, short course GCSE RS and AIDI/CIDA ICT programmes which lead to at least one GCSE qualification. These are all supported by non-examination courses in Physical Education, PDP and Study Skills. Students also have the opportunity to gain functional skills qualifications in English, Maths and ICT.

The Science Curriculum offers a number of routes. The majority of students will follow the Core and Additional course leading to two GCSEs covering aspects of Biology, Chemistry and Physics.

From September 2010 if a student achieves a high level 6 or level 7 in their KS3 Science assessments they are entitled to ask to study triple Science, the three separate Sciences.

The OCR National Science course is offered to students who have opted to study a Btec course. The course is all coursework and could lead to 4 GCSE A\*- C equivalent grades.

The optional curriculum does not form part of the compulsory part of the National Curriculum. At Kings International we are able to offer a wide range of subjects, where students can choose up to three options according to their interests, career plans and abilities. From September 2011, there will be four 'pathways' offered at Kings International College, (see appendix 1) where one pathway will follow the English Baccalaureate.

Some students are on the 'increased flexibility' pathway where they follow courses at Farnborough Technology College and within SHAPE such as beauty, parenting, construction, motor vehicle and young apprentice. Also, some students go to Merrist Wood to do animal care courses.

### **Key Stage 5**

The Post 16 curriculum comprises the International Baccalaureate, and Btec courses. Students also have the opportunity to retake Maths and English GCSE courses, if appropriate, and gain a level 2 qualification in functional skills for the core subjects.

### **Governor Responsibility**

The responsibility for the Governors is to oversee and review the effectiveness of the curriculum.

### **Special Needs Provision**

The College **Special Educational Needs Coordinator** (SENCO) is responsible for arranging support for students designated as:

- Statemented
- School Action
- Action Plus
- The SENCO also supports the development of tailored intervention programmes of work. (See Special Education Needs Policy)

## Appendix 1

### Curriculum Pathways from September 2010

Subject	Year 7	Year 8	Year 9	Year 10 Pathway 1 Traditional 3 GCSEs	Year 10 Pathway 2 Diploma	Year 10 Pathway 3 Btec/Vocational
English	4	4	4	4	4	4
Maths	3	4	4	4	4	4
Science	4	4	4	6	6	3
PE	3	2	2	2	2	2
RS	1	2	1	1	1	1
IT	1	1	1	2	2	2
Technology	2	2	2	3 GCSEs 9 Periods ↑ ↓	Diploma 6 Periods → ← one GCSE 3 periods →	6 Periods ↑ ← Btec ← 2 GCSEs 6 periods →
Geography	2	1	2			
History	2	2	2			
Dance/Drama	1	2	2			
French/Spanish	3	3	3			
Art	2	2	2			
Music	1	1	1			
Literacy	1	0	0	0	0	0
PDP	0	0	0	1	1	1
Study Skills	0	0	0	1	1	1
Total number of periods per week	30	30	30	30	30	30

The current GCSE options (2010) are:

A	B	C
History	Dance	Art
Art	Drama	Business Studies
Business Studies	Geography	Child Development
	Resistant Materials	French
	Textiles	Spanish
	Food Technology	PE
	Spanish (Tomlinscote)	Graphics

Subject	Yr 7	Yr 8	Yr 9	Year 10 Pathway 1	Year 10 Pathway 2	Year 10 Pathway 3	Year 10 Pathway 4
				English Baccalaureate	Traditional 3 GCSEs	Btec	Btec & Vocational
English	4	4	4	4	4	4	4
Maths	3	4	4	4	4	4	4
Science	4	4	4	4	6	3	3
PE	3	2	2	6	2	2	2
RS	1	2	1	1	1	1	1
IT	1	1	1	2	2	2	2
PDP	0	0	0	1	1	1	1
Study Skills	0	0	0	1	1	1	1
Technology	2	2	2	Geography /History Spanish /French plus one other option 3 GCSEs 9 Periods	3 GCSEs 9 Periods	Btec 6 Periods 2 GCSEs 6 periods	Btec 6 Periods 2 GCSEs 6 periods
Geography	2	1	2				
History	2	2	2				
Dance/Drama	1	2	2				
French/Spanish	3	3	3				
Art	2	2	2				
Music	1	1	1				
Literacy	1	0	0				
Total number of periods per week	30	30	30	30	30	30	30

### Curriculum Pathways from September 2011

#### Diploma Courses on offer from September 2010 only:

- Business and Finance
- Creative and Media
- Social, health and Development
- ICT

#### Btec Courses on offer:

- Applied Business Studies (Changed from Leisure and Tourism September 2010)
- Performing Arts/Music
- Public Services
- Art and Design
- Sport Science (Not running in September 2010)

#### Vocational Courses on offer (may be others due to new Vocational centre):

- Construction
- Beauty
- Hair
- Motor Vehicle