



KING'S COLLEGE SCHOOL
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KC Soto Secondary Curriculum Policy

'The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent); for translating that framework over time into a structure and narrative, within an institutional context (implementation) and for evaluating what knowledge and understanding pupils have gained against expectations (impact).' (Ofsted, Curriculum: intent, implementation and impact. Development work for the new inspection framework, 2017)

Introduction

The effective delivery of a curriculum which offers flexibility and choice, according to the needs of each pupil, is essential to ensure both a positive learning experience and the development of academic potential. We aim to support pupils as they broaden their knowledge and the communication of their learning, as they develop their ability to learn for themselves, building self-esteem and good relationships with teachers and fellow pupils. The curriculum is not limited to academic learning but encompasses all developmental experiences as a pupil moves through secondary school.

1. Intent

The King's College curriculum seeks to provide outstanding development and achievement by supporting, promoting and instilling the King's College Core Values.





The King's College Curriculum:

- 1.1. Motivates pupils to set and achieve ambitious personal and academic targets.
- 1.2. Provides learning opportunities which develop confidence giving satisfaction and enjoyment.
- 1.3. Promotes positive, ambitious attitudes to learning.
- 1.4. Promotes behaviours which build the foundations for success later in life.
- 1.5. Encourages the development of independent thinking, inquiry, collaboration and resilience.
- 1.6. Provides challenge and support to enhance personal learning journeys and ensure high levels progress and attainment against national and international benchmarks.
- 1.7. Gives access to a range of nationally and internationally-recognised qualifications to open future pathways.
- 1.8. Facilitates co-curricular activities provide a range of opportunities for students to lead, take responsibility and represent our school community.
- 1.9. Provides an environment where student achievement is rewarded and celebrated.
- 1.10. Allows pupils to develop cultural capital through social, moral, spiritual and cultural (SMSC) education.
- 1.11. Promotes belonging to and a sense of responsibility towards both local and international communities.
- 1.12. Supports the development of student physical and mental well-being and learning of how to keep themselves and others safe.
- 1.13. Helps pupils to develop the empathy to develop happy and healthy relationships.
- 1.14. Helps pupils develop character, personal values and respect for others.

2. Implementation - Structure

- 2.1. The curriculum is divided into three stages KS3-5 (see Curriculum Overview)
- 2.2. In KS3 (Years 7-9), pupils receive a broad curriculum based around the National Curriculum for England and Wales but is not bound by it.
- 2.3. KS4 (Year 10 and Year 11) offers a broad and balanced curriculum with a wide choice of GCSE/IGCSE subjects
- 2.4. KS5 (Year 12, Year 13, DP1 and DP2) proposes a choice between A Levels and the International Baccalaureate
- 2.5. Pupils follow the compulsory Spanish curriculum in accordance with local guidelines.
- 2.6. Pupils in all Key Stages receive opportunities to develop their understanding of the world and their place in it. They are encouraged to embody the King's Core Values through PSHE and Assemblies, and the daily tutor programme.
- 2.7. The curriculum provides extensive enrichment opportunities within the formal Enrichment programme (KS3/Year 12/Year 13) and through the provision of additional activities such as educational visits, clubs and societies, visiting speakers, field trips, specialised learning weeks etc.
- 2.8. Regular low-stakes assessment is incorporated into the curriculum with weekly 'Cycle Tests'



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3. Implementation – Department Level

- 3.1. Heads of Department oversee the development of clear curriculum plans for teaching staff and curriculum overviews for parents.
- 3.2. Curriculum plans structure the acquisition of knowledge and skills to promote effective pupil progress.
- 3.3. Using King's Levels/ qualification specifications, departments communicate desired learning outcomes for pupils, monitoring and tracking pupil progress to inform intervention.
- 3.4. Departments provide opportunities beyond the subject curriculum to enhance learning and engagement.
- 3.5. KS4 (Maths, English and Science) are set with decisions made by HoDs in consultation with department staff to ensure appropriate provision according to need.
- 3.6. HoDs monitor the quality of provision within their department and are responsible for maintaining the highest standards of curriculum delivery.

4. Implementation – Teachers

- 4.1. Teachers should follow the curriculum plan for their subject and stage and participate in its development and evolution.
- 4.2. Teaching should build understanding through clearly-planned learning opportunities which enable pupils to perform to the best of their ability against assessment objectives.
- 4.3. Teachers should provide regular, timely feedback to pupils to praise, ensure understanding and communicate next steps in learning.
- 4.4. Teachers should use a range of formal and informal assessment techniques to ensure that knowledge and skills are retained and are being appropriately embedded/applied.
- 4.5. Teachers should ensure that they plan and deliver high quality learning opportunities as inscribed in the Teacher Standards.



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5. **Impact**

- 5.1. The curriculum has a positive impact on pupils' personal, social and academic development leading to high levels of achievement.
- 5.2. The acquisition of knowledge, skills and understanding in each subject will be measured using formative and summative teacher assessment and internal assessment data.
- 5.3. Data from report cycles – attainment, progress, learning skills is collected and used to inform intervention and monitor the success of curriculum delivery.
- 5.4. Progress towards targeted outcomes (based on CAT4 IC Grades) is assessed in Cycle Tests.
- 5.5. Data from Cycle Tests is collected centrally and communicated to parents and pupils in reports published weekly during term time or on Canvas for Years 7, 9, 10, 12 and for all year groups from the 2025-26 school year.
- 5.6. Cycle Test data is used by Heads of Year and the Heads of Middle and Senior School to inform intervention and monitor curriculum delivery.
- 5.7. KS3 attainment is graded from 9-1
- 5.8. KS4/5 and DP attainment is measured using outcomes from examinations in these qualifications.
- 5.9. The overall success of the secondary curriculum is measured by higher education destination information and examination results



Curriculum Overview

KS3 Curriculum

Pupils in KS3 (Years 7, 8 and 9) study a broad range of subjects to develop knowledge and skills in preparation for GCSE courses. They develop as learners and enhance their ability to face learning challenges with enthusiasm and resilience. The school day is made up of 6 periods with 60 periods over a two-week timetable. Below are the period allocations for each subject over a two-week period.

	Year 7	Year 8	Year 9
English	8	8	8
Mathematics	7	7	7
Science (Biology, Chemistry and Physics)	6	6	6
Geography	3	3	3
PE	3	3	3
Art	2	2	2
Music	2	2	2
History	3	3	3
Drama/Public Speaking	2	2	2
French and German ¹ or French	4	4	4
Computing	2	2	2
Lengua Española ²	8	8	8
Ciencias Sociales	4	4	4
Spanish as a Foreign Language	12	12	12
Enrichment	2	2	2
Cycle Test	2	2	2
PSHE/ Assembly	2	2	2

¹ Please read the section below entitled "Language Options"

² Lengua Española and Ciencias Sociales make up the obligatory Spanish curriculum which is taken by all pupils who have the linguistic ability to access the courses. Pupils who are not doing these courses study Spanish as a Foreign Language.



KS4 Curriculum

The KS4 curriculum prepares pupils to sit formal GCSE/IGCSE examinations at the end of Year 11. Pupils also continue to learn beyond the curriculum with a broad range of co-curricular opportunities. The KS4 curriculum. The school day is made up of 6 periods with 60 periods over a two-week timetable. Below are the period allocations for each subject over a two-week period in both Years 10 and 11.³

	Subject	Year 10 Periods	Year 11 Periods
Core Examined Curriculum - GCSE/IGCSE	English Language	4	4
	English Literature	4	4
	Mathematics	7	6
	Double Award Science (Biology, Chemistry and Physics)	4.5	6
	Triple Science (Biology, Chemistry and Physics) ⁴	4.5	6
Examined Option Subjects - GCSE/IGCSE (Pupils choose three subjects in Term 2 of Year 9)	Art	6	6
	Music	6	6
	History	6	6
	Geography	6	6
	German	6	6
	French	6	6
	Drama	6	6
	Computer Science	6	6
	ICT	6	6
	Physical Education IGCSE	6	6
	Media	6	6
	Economics	6	6
	Triple Science Additional Time	6	N/A
Compulsory Curriculum	Spanish Lengua Española	8	6
	Ciencias Sociales	4	4

³ Pupils joining us in Year 11 follow a personalised programme

⁴ Pupils studying Triple Science also have 6 additional periods of tuition as one of their optional subjects



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Alternative to Compulsory Spanish Curriculum - GCSE/IGCSE	Global Citizenship	4	4
	Spanish	8	6
Non-examined Activities	PSHE/Assembly	2	2
	PE	2	2
Timetabled Assessment	Cycle Test	2	2

IB Diploma Programme

Pupils choose three subjects at Higher Level and three at Standard Level. One subject is chosen from each of the columns below. Pupils must study a subject from Subject Groups 1-5 and from Group 6, we encourage pupils to choose an Arts subject. However, it is also possible to choose one of the other non-Arts subjects which you will see in this column.

Pupils also study Theory of Knowledge as part of the IB course. An Extended Essay must be completed as must participation in CAS - Creativity, activity, service.

An example of subjects usually offered is below.

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Language and Literature	Language Acquisition	Individuals and Societies	Sciences	Maths	Arts and Electives
Spanish A HL	Spanish B HL	History HL	Physics HL	Maths AA HL	Music HL
Spanish A SL	Spanish B SL	History SL	Physics SL	Maths AI HL	Music SL
English A HL	English B HL	Geography HL	Chemistry HL	Maths AA SL	Visual Arts HL
English A SL	English B SL	Geography SL	Chemistry SL	Maths AI SL	Visual Arts SL
	French B HL	Economics HL	Biology HL		Film HL
	French B SL	Economics SL	Biology SL		Film SL
	German B SL	Psychology HL	ESS SL		Physics HL
	Spanish B AI SL	Psychology SL			Physics SL
		Business HL			Chemistry HL
		Business SL			Chemistry SL
					Business HL
					Business SL
					French B HL
					French B SL



Curriculum Allocation

The number of periods per subject over the two-week timetable is as follows:

Subject	DP1 Hours	DP2 Hours
Higher Level Subjects	9	9
Standard Level Subjects	6	6
Theory of Knowledge	5	5
Assembly/PSHE/CAS/PE/Cycle Test	3	3

A Levels

British A Levels are a two-year course with final examination at the end of Year 13. We offer a wide range of subjects. Pupils choose their subjects in the first term of Year 11, ranking preferences from 1-5. Not all subjects run every year depending on pupil uptake.

Pupils choose three subjects to form their course. This is supplemented by studies in Spanish leading to an appropriate qualification - A Level or IGCSE.

Some pupils may choose to study Further Mathematics as an additional fifth subject if they reach the entry criteria - IGCSE Grade 8 or equivalent.

Curriculum Allocation

Subject	Year 12	Year 13
A Level Option Subject	10	10
Spanish A Level	4	4
Spanish AFL	8	8
Assembly/PSHE/PE/Enrichment/Cycle Test	10	10



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Year 11 One Year Curriculum

Pupils joining us in Year 11 either from studying GCSE courses in other schools or from different national education systems have access to a personalised curriculum. This is decided on during the admissions process. The purpose is to prepare pupils with the skills and knowledge required to access A Level or IB courses and in most cases pupils will sit a limited number of GCSE examinations in core subjects.

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