



King's College
The British School of Madrid

Soto de Viñuelas

Curriculum Policy (College-wide)

Rationale

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. We recognise that '*The Curriculum*' is not just what takes place in the classroom or laboratory but in the College as a whole.

Our curriculum is delivered in English with a clear focus on encouraging pupils to develop their language skills to ensure that English is not just the language of instruction, but the language of thought and communication in a broad range of academic and social contexts.

Definition

The Curriculum is the formal means by which the College translates its aims and core values into practice. It comprises all the planned activities and experiences which the school provides to facilitate learning and progress in mathematical, scientific, linguistic, technological, social and human, physical and aesthetic and creative areas.

Aims / Objectives

- To support the school's overall Vision and Mission Statement
- To support the translation of the King's College aims and core values into practice.
- To inform teaching and learning
- To ensure all our students achieve their full potential in all aspects of school life

Linked Policies:

- The College's Statement of Aims and Ethos
- The Code of Conduct (including the Core Values)
- The Behaviour Policy
- The Rewards and Sanctions Policy
- The Safeguarding (Child Protection) Policy
- The Curriculum Policy
- Spiritual, Moral, Social and Cultural Development Policy
- Assessment Policy
- Marking and Feedback policy

- Reporting Policy
- Learning Support and SEND Provision policy
- Able Pupils Policy
- Homework Policy
- Teaching and Learning Policy

Who was consulted in the writing of the policy?

- Deputy Head
- Head of Primary
- Head of Secondary
- Heads of Department/ Subject Leaders
- Teachers

Our Curriculum

The quality of our programme, its breadth and balance and suitability for all pupils in the College, is underpinned by our endeavours to provide a curriculum that:

- is based around the National Curriculum for England and Wales but is not bound by it;
- provides pupils with challenge and a sense of achievement;
- provides continuity, progression of learning and differentiation;
- builds confidence and gives satisfaction and enjoyment, promoting a positive attitude to learning;
- provides opportunities for pupils to develop their independent thinking and learning;
- enables the pupils to develop knowledge, understand concepts, acquire skills and develop the ability to choose and apply these in relevant situations;
- provides enrichment and support through provision of additional activities such as educational visits, visiting speakers, field trips etc.

Primary curriculum policy

The Primary Curriculum encompasses the Early Years Foundation Stage curriculum and the Key Stages 1 and 2 curriculums.

In the Early Years Foundation Stage, the children learn within the 7 areas of learning, which are carefully planned around a common theme. We adopt a child-centred approach to the curriculum based around half-termly themes. The EYFS coordinator ensures that there is coherent and broad range of activities planned to ensure full coverage of all aspects of the curriculum and allowing each pupil to work towards achieving the Early Learning Goals. There is planned progression in all 7 areas of learning. Our school fully supports the principle that young children learn through play, and by engaging in well-planned and structured activities. Child Initiated Learning indoors and out forms a major part of our curriculum. In the Early Years classes the teacher will assess the skills development of each child, and record this in the Foundation Stage Profile. This assessment forms an important part of the future curriculum planning for each child.

In Key Stages 1 and 2 we build on the good practice from the Foundation Stage and continue to teach the subjects in a cross curricular way, through a Creative Curriculum, so that the children can see the links within their learning.

Each child has the opportunity to experience the full range of National Curriculum subjects; English, Mathematics, Science, History, Geography, Art, Music, Physical Education, Information Communication Technology, Religious Education and PSHE. Spanish Language and Literature and Spanish Social Sciences are introduced into the curriculum from Year 1. Spanish lessons are taught daily in Key Stage 2.

All subjects are grouped into subject areas around the topic or theme. English and Mathematics are taught daily, and although they do incorporate other subject areas, they are both given a daily main focus. In KS1 the Foundation Subjects are all taught through a topic approach.

Spanish Language and Literature and Spanish Social Sciences are introduced into the curriculum from Year 1.

Spanish lessons are taught daily in Key Stage 2 and for 3 sessions per week in Key Stage 1.

All pupils are taught in mixed ability classes, with children of the same age. However pupils are set for Mathematics from Year 4, and for phonics from Year 1 – Year 3. Smaller groups are also created if particular support is required. Wherever possible the curriculum follows the 2014 English National Curriculum though local requirements mean we must also teach Spanish Language & Literature and Spanish Social Sciences.

The Primary School includes children from age 20 months onwards, working within the Early Years Foundation Stage Curriculum.

Primary covers The Early Years Foundation Stage, and Key Stages 1 and 2

	Early Years Foundation Stage	Key Stage 1	Key Stage 2
Age (Yrs)	20 months – 5	5 - 7	7 – 11
Year Group	Pre Nursery, Nursery & Reception	Years 1 & 2	Years 3 – 6
End of Key Stage Assessments	Early Learning Goals	End of KS1 Assessments using GL Assessments from June 2017	End of KS2 Assessments using GL Assessments from June 2017

Subject lesson allocation

The KS2 classes work a 30 period week. English, Mathematics and Spanish are timetabled daily, and wherever possible all other subjects form part of the creative curriculum.

The KS1 Classes have 20 'sessions' per week, each session lasting approximately 1 hour. These sessions are cross-curricular, although English and Maths are taught daily.

Curriculum Design

The Head and Deputy Head of Primary, together with the Curriculum Coordinator assume responsibility for the design of a curriculum that matches the school aims. The Curriculum is based on the National Curriculum of England published in 2014. Primary Key Stage Co-ordinators, and Subject Co-ordinators carefully plan and monitor the curriculum content, and ensure that each area of learning is given sufficient coverage within each topic area.

We plan our curriculum in three phases. We agree a long-term plan for the whole school. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan regularly.

With our medium-term plans, we give clear guidance on the learning objectives and teaching strategies that we use when teaching each topic. In Mathematics and English we follow the objectives set out in the 2014 Primary Curriculum. Other Foundation Subjects are based on skills development, which are taught through an inter-disciplinary approach to curriculum planning. These are also based on the 2014 curriculum.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning foci for each session, and to identify which assessment foci are developed and what resources and activities we are going to use in the lesson.

The Primary curriculum is designed to be accessed by all children who attend King's College. Children who enter the school with no English or Spanish may receive additional support.

If a child has specific individual needs, the school does all it can to meet those needs. If a child displays signs of having special needs, then his/her teacher makes an assessment of this need. In most instances the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, we involve the parents, Primary SENCO, school psychologist, and the special support teacher. Assessments are carried out as appropriate and where necessary other external agencies will be recommended. The results of such discussions will be shared with the class teacher and the parents. We always provide additional resources and support for children with special needs. (See the King's College SEND Policy for more information)

In order to cater for the learning needs of all children, we differentiate learning activities in the classroom. This may be differentiation by activity, outcome or support. Teachers make good use of assistants to support this and note on their planning how they plan to differentiate in their lessons.

We are well aware that all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

Enrichment Studies

We offer a wide range of after school and lunchtime extracurricular activities. These activities vary each term. Activities include sports, music, computing, library and art.

Speaking and Listening, Literacy and Numeracy

Speaking and listening skills are taught throughout the Primary School. Numeracy skills are developed alongside these, recognising that as our children may be learning in a different language, they require more attention in developing speaking and listening in order to access academic language. (see EAL Policy)

Personal, Social and Health Education

PSHE is delivered with curriculum time. The PSHE programme and its delivery are monitored by the PSHE Coordinator. One period per week is devoted to PSHE.

Opportunities and Responsibilities

The curriculum and wider school experience encourages pupils to acquire skills essential for adult life. Students are encouraged to take on student leadership roles in the form of House Captains, Pupil Council or Eco-Council.

Primary / Secondary School Curriculum Liaison

King's Infant School, Chamartin provides the majority of the transfer children into Year 3. We believe it is important to make the transition between the two parts of the group as easy as possible and to gain the benefits of co-operation between the sections. The Heads and Deputies of the schools and Coordinators assume responsibility for the transition process. Year 6 to Year 7 transition is completed in partnership with the Director of Studies, the Head of Secondary, the Head and Deputy Head of Primary and the Head of Year 7. Knowledge of the curriculum near the transition boundary is important as is discussion about how things should be taught in order to maximise the benefits to pupil learning.

The Heads of Department of subject areas and Primary Coordinators that exist in both schools are expected to maintain regular links with their counterpart in the Primary/Secondary School. The aims of this contact are:

- To ensure that the overall aims are compatible
- To be aware of differentiation - in particular to share ideas for differentiation other than by outcome.
- To look at samples of work from these year groups to give an idea of standards achieved.
- To look for areas of duplication that can be avoided and to look for ideas of topics that are missing or perhaps things that can be recapped and extended in the Senior School or treated from another angle.
- To discuss ways that things are taught to make sure that they are compatible or to gain an understanding of the reason if they need to be different. (This may not be appropriate in all subjects and it is more probable that it will originate from Secondary school departments who are aware of technical details that would be better addressed in a different way at the earlier stage. Although it may also be an opportunity for Primary School staff to explain why they feel they have to do something differently.)
- To look at opportunities for cross College links within department areas such as: lesson observation; possible joint year 6, 7 events; Senior School staff running an activity for year 6;

teaching a 'one off' lesson or topic in the other school; staff from the other school judging competitions etc.

For all pupils entering the Secondary School from the Primary School, the results of end of KS2 tests together with Entrance Exam scores are made available to staff by the Head of Year 7.

Further information which may have an impact on the learning, progress and emotional well-being of pupils is also communicated by the Head of Year 7.

Secondary curriculum policy

Curriculum content and delivery

All pupils are taught in mixed ability classes, with children of the same age. Pupils may be taught English, Maths and Science in ability groups if appropriate. Smaller groups are also created if particular support is required. Wherever possible, the curriculum follows the English National Curriculum though local requirements mean we must also teach Spanish Language & Literature and Spanish Social Sciences to Spanish nationals.

The Secondary department covers children from age 11 onwards, and builds on the achievements of the Primary department.

	Key Stage 3	Key Stage 4	Key Stage 5 / Sixth Form
AGE	11-14	14-16	16-18
YEAR GROUP	Years 7-9	Years 10 and 11	Years 12 and 13
EXTERNAL EXAMINATIONS	Pupils choose GCSE/IGCSE options in Year 9	GCSE/IGCSE at end of Year 11 Pupils choose subjects to study at A Level	A Level examinations in Year 13*

*2017 Some pupils will be sitting AS Levels in unreformed subjects – Maths, ICT and Media Studies. Year 13 pupils will sit new A Levels and/or A2 according to reform schedule

Subject lesson allocation

The school has a 35-period week.

Curriculum Design

The Deputy Head assumes responsibility for the design of a curriculum that matches the school aims. Heads of Department and the Director of Studies assume responsibility for selecting the best specifications to offer in their subject and regularly review the success and appropriateness of existing courses to ensure the most positive academic outcomes for our pupils.

KS3 Curriculum

In KS3 pupils study a range of subjects, including: English, Mathematics, Science, French, History, Geography, Art, Music, Physical Education, Information Communication Technology, Religious Education, Spanish Language and Literature and Spanish Social Sciences.

All lessons are taught by a series of subject specialists.

For exact subject allocations, refer to the Curriculum Design Diagram (Appendix 3)

KS4 Curriculum

In KS4 pupils continue with up to 10 subjects in preparation for General Certificate of Secondary Education (GCSE)/ International General Certificate of Secondary Education (International GCSE) examinations. We are keen to personalise the curriculum wherever desirable. It is possible to abandon one option subject in Year 11 in line with the best interests (academic and pastoral) of the individual child. These pupils are supported in a study-skills group in curriculum time.

The exact structure for each pupil at this stage will differ, as there is limited freedom for pupils to begin the process of specialisation. Each curriculum followed contains a compulsory element and an option element:

- Compulsory subjects include: English, Mathematics, Biology, Chemistry, Physics, Physical Education, PHSE and Spanish. Spanish nationals must also study Spanish Language and Literature and Spanish Social Sciences.
- Pupils typically choose three additional 'option' subjects to supplement their programme. These are: Art and Design, Media Studies, Information Communication Technology, Computer Science, History, Economics, German, French, Drama and Theatre Studies, Geography and Music.

Most teaching is in mixed-ability groups though pupils may be streamed for Mathematics, English and the Sciences.

For exact subject allocations, refer to the Curriculum Design Diagram (Appendix 3)

KS5 Curriculum (the Sixth Form)

In KS5 the College offers a programme of study which leads to A Level qualifications. Spanish nationals and pupils wishing to apply for Spanish universities also have the option of studying up to three partes específicas. Most pupils choose four subjects for study at A Level but the number of subjects studied can be personalised in line with the best interests (both academic and pastoral) of the individual pupil in consultation with pupils, parents, teachers and the Head of Sixth Form. All pupils sit Spanish A Level in addition to other subject choices.

During the final year of KS4 pupils are provided with the Sixth Form Prospectus and a Careers Guidance Programme is launched to help pupils and parents make informed choices regarding potential option choices for KS5. This includes individual interviews with members of staff and a series of information evenings for parents. Provisional choices allow us to generate option blocks that largely reflect the demands of the cohort. Final option decisions are not made until the

publication of GCSE results in August. Option choices are checked against pupils' future plans. A Careers Guidance Programme is available to Sixth Form students, managed by the Careers Officer with the support of the Head of Sixth Form.

A Level Subject Options are offered in the following columns with pupils choosing one subject per column:

Column 1	Column 2	Column 3	Column 4
Mathematics	Music	Economics	French
German	Further Maths	Physics	Biology
Further Mathematics	Chemistry	French	Chemistry
Physics	French	Biology	English Literature
French	Economics	Chemistry	Business Studies
History	Physics	Psychology	Fine Art
Biology	English Literature	History	Geography
English Literature	History	Fine Art	Mathematics
Psychology	Media Studies	Media Studies	Physics
Economics	Mathematics	ICT	
		Mathematics	

Partes específicas offered at King's College are offered in the following columns with pupils choosing one subject per column:

Column 1	Column 2	Column 3
Lengua	Química	Matem
Física	Dibujo T	Ma CCSS
Biología	Economía	H. Del Arte

Enrichment Studies

We offer a wide range of after-school and lunchtime extra-curricular activities. These activities vary each term and pupils sign up via their form tutor. Activities include Chess, University Workshops and Debating, Oxbridge Preparation and the International Award (Duke of Edinburgh's Award). Individual departments also offer more specialised enrichment opportunities for pupils applying to elite institutions.

Speaking and Listening, Literacy and Numeracy

Speaking and listening skills are taught within the English curriculum. Literacy is taught by the English department and is supported in all other subject areas. Numeracy is taught within the Maths curriculum and the skills are reinforced, where appropriate, within many other subjects.

Differentiation, Learning Difficulties, Disabilities and Gifted and Talented Pupils

It is acknowledged that, whilst the intake of King's College is selective, there is still a range of abilities within each cohort. Staff are expected to take this into account in their teaching in a variety of ways, which when appropriate can be informed by the College's educational psychologists. Academic Coordinators liaise with teachers and the educational psychologists to ensure that the needs of pupils in all these groups are appropriately met.

Personal, Social and Health Education

In KS4&5 PSHE is delivered with curriculum time. The PSHE programme and its delivery are monitored by the Head of Secondary. One period per week is devoted to PSHE.

Opportunities, Responsibilities and Experiences of adult life

The curriculum and wider school experience encourages pupils to acquire skills essential for adult life. Students are encouraged to take on student leadership roles in the form of House Captains or acting as representatives on the Student Council. Sixth Form students are able to nominate themselves for positions of responsibility including Head Boy and Head Girl. The buddy and academic mentoring system also provides opportunities for Sixth Form pupils to show leadership by mentoring and supporting younger students on a weekly basis in a range of curricular areas.

Primary / Secondary School Curriculum Liaison

The Primary Department and King's College School in La Moraleja provide the majority of the Secondary school intake. We believe it is important to make the transition between the two parts of the College as easy as possible and to gain the benefits of co-operation between the sections. The Deputy Head assumes responsibility for the transition process, in partnership with the Director of Studies, the Head of Secondary, the Head of Primary and the Head of Year 7. Knowledge of the curriculum near the transition boundary is important as is discussion about how things should be taught in order to maximise the benefits to pupil learning.

The Heads of Department of subject areas that exist in both schools are expected to maintain regular links with their counterpart in the Primary/Secondary school. The aims of this contact are:

- To ensure that the overall aims of the departments of the separate parts of the College are compatible.
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Policy Reviewed: January 2017	Reviewed by : Matthew Taylor, Nicola Lambros, Paula Parkinson, Tom Parkinson
Next Review: August 2018	Approved: Elena Benito

Year

11

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
K	ENGLISH LANG & LIT				MATHEMATICS			BIO	CHEM	PHY	ECONOMICS			ECONOMICS			ECONOMICS			PE	PHE	BIO	CHEM	PHY											
I	ENGLISH LANG & LIT				MATHEMATICS			BIO	CHEM	PHY	ECONOMICS			ECONOMICS			ECONOMICS			PE	PHE	BIO	CHEM	PHY											
N	ENGLISH LANG & LIT				MATHEMATICS			BIO	CHEM	PHY	FRENCH			FRENCH			FRENCH			PE	PHE	BIO	CHEM	PHY											
G	ENGLISH LANG & LIT				MATHEMATICS			BIO	CHEM	PHY	FRENCH			FRENCH			FRENCH			PE	PHE	BIO	CHEM	PHY											
S	ENGLISH LANG & LIT				MATHEMATICS			LENGUA		CCSS	MEDIA STUDIES			MEDIA STUDIES			MEDIA STUDIES			PE	PHE	LENGUA		CCSS											
C	ENGLISH LANG & LIT				MATHEMATICS			LENGUA		CCSS	HISTORY			HISTORY			HISTORY			PE	PHE	LENGUA		CCSS											
O	ENGLISH LANG & LIT				MATHEMATICS			LENGUA		CCSS	HISTORY			GEOGRAPHY			ICT			PE	PHE	LENGUA		CCSS											
L	ENGLISH LANG & LIT				MATHEMATICS			LENGUA		CCSS	GEOGRAPHY			ICT			ART & DESIGN			PE	PHE	LENGUA		CCSS											
															ART & DESIGN			GERMAN			MUSIC										SPANISH AFL		G.PRO		
															ART & DESIGN																	SPANISH AFL			

Year

12

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
K	Maths							Maths							Maths							Maths							SPANISH AFL (B)		PE	PHS			
I	Maths							Maths							Maths							Maths							SPANISH AFL (I)		PE	PHS			
N	Economics							Economics							Economics							Economics							SPANISH AFL (A)		PE	PHS			
G	Physics							Physics							Physics							Physics									PE	PHS			
S	French							French							French							French							Lengua	Química	Biología	PHE			
	Biology							English Lit							Biology							Biology							Física	Dibujo T	Ma CCSS	PHE			
	Psychology							Chemistry							Chemistry							Chemistry									Economía	H. Del Arte			
	English Lit							History							Psychology							English Lit									Matem				
	History							Further Maths							History							Business Studies													
	Business Studies							Media Studies							Art & Design							Art & Design													
	Further Maths							Music							Media Studies																				
	German														ICT							Geography													

Year

13

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
K	Maths							Maths							Maths							Maths							Music						
I	Maths							Maths							Physics							Physics							SPANISH AFL		PE	PHS			
N	Economics							Futher Maths							Chemistry							Chemistry							SPANISH AFL		PE	PHS			
G	Physics							Economics							Biology							Biology									PE	PHS			
S	Biology							Physics							English Lit							French									PE	PHS			
	English Lit							Chemistry							French							Psychology							Lengua	Química	Matem	PHE			
	Psychology							English Lit							History							History							Física	Dibujo T	Ma CCSS				
	Business Studies							French							Business Studies							Geography							Biología	Economía	H. Del Arte				
								History							Art & Design							ICT													
								Media Studies							Economics							Economics													