



THE KING'S SCHOOL
CHESTER

Senior School Curriculum Policy

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Scope and Purpose of the Policy

1. Statutory Requirements

The school's curriculum in all areas of the Senior School follows statutory requirements, taking into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan. It is balanced and broadly based, and promotes the spiritual, moral, cultural, mental and physical development of our pupils and of society and prepares our pupils for the opportunities, responsibilities and experiences of adult life. The curriculum policies, plans and schemes of work do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The school provides full time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives them experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, appropriate for their ages and aptitudes. The curriculum provides effective preparation of pupils for the opportunities, responsibilities and experiences of life in British Society.

2. Purpose of this policy

This is the curriculum policy for the Senior School and is available on the school website. Separate curriculum policies for EYFS, Key Stage 1 (Willow Lodge) and Key Stage 2 (Junior School) are also available on the school's website.

The heart of our school strategy is that every student is known, valued and cared for, so we have a student-centred approach in all that we do; an approach that views students as true individuals and places their well-being above all else. Our educational curriculum therefore encompasses not just our academic programme but, just as importantly, our enrichment and co-curricular provision and our approach to pastoral care and pupil development.

Within this broad vision, our aim is to provide a first-class independent education through outstanding academic tuition and, as the strategic objective *Great Learning, Future Orientated* states, to achieve that by concentrating on the quality of learning rather than teaching to exams. Our ultimate aim is to ensure that pupils work at their 'sustainable best' in school and through to university and in their careers as enthusiastic lifelong learners.

Importantly in the context of this document, however, the term curriculum is used in reference to our academic provision and should be read in this context.

3. Aims of the Curriculum

We aim to develop students to their sustainable maximum potential so that they are fully equipped to follow their own lives full of success, fulfilment and happiness in a rapidly evolving modern world. In fulfilling this aim, our objective is that all students at King's are encouraged to develop the following core attributes.

- Resilience – learning to fail, to persevere and solve problems
- Intellectual Curiosity – love of learning, reflection and independent thought
- Collaboration – emotional intelligence, communication and empathy
- Adaptability – confidence to take risks and work creatively

In order to achieve this objective, the curriculum is designed to enable all students to benefit from a broad, balanced education which nevertheless allows them to develop particular academic interests and passions as well as ensuring that they attain at the highest level of which they are capable.

Since the last Curriculum Review in 2019 we have made attempts to individualise the curriculum as far as possible. The flexible curriculum pathway at GCSE, referred to later, is the best example of this.

Curriculum Organisation

With oversight from the Deputy Head Academic, the academic programme is delivered over a two-week timetable with five periods per day, each lasting 55 minutes. This model was introduced in September 2011.

4. Removes, Shells and Third Year (Years 7-9, Key Stage 3)

Students study a wide range of subjects in Removes and Shells so that they have every opportunity to discover their strengths and passions for future academic study as well as developing a variety of skills. No subjects are taught on a carousel basis, so that the full range of opportunities is available to all students, wherever their strengths lie. Curriculum time is prioritised for English and Maths, and to a lesser extent modern languages, with broad parity given to the remaining subjects, to enable students to acquire skills in speaking and listening, literacy and numeracy.

In year 7, all students study one Modern Foreign Language so that they can focus on the acquisition of language learning skills at this stage. The language studied rotates on a three-yearly cycle. In Year 8 students can choose two out of three of the Modern Foreign Languages on offer (French, German and Spanish) with taster sessions having been provided in the two 'new' languages in the Removes.

Separate Sciences, Computer Science and Latin are taught to all students in Removes and Shells. From September 2021, as part of the Learning to Learn programme, Removes also have one lesson per cycle of Learning Skills, incorporating research on metacognition and Growth Mindset. The rationale for this was to aim to establish excellent learning and revision skills in all Senior School students from the outset so they can work at their sustainable best.

From the Third Year, students receive an additional lesson per cycle of each Science and start to play to their strengths by choosing between a range of language and creative subjects. They must choose four subjects from the following: French, German, Spanish, Latin, Classical Civilisation, Art, Computer Science, Design Technology, Drama and Music. They must choose at least one Modern Foreign Language from this list. Like Science, each of these subjects receives an additional lesson per cycle so that students are better able to prepare for GCSE courses in any of these subjects.

One outcome from the Curriculum Review was that GCSE courses should start at the beginning of the Fourth Year and that the focus throughout the three years of Key Stage 3 (Removes to Third Year) should be on intellectual curiosity rather than assessment objectives, with departments having the freedom to engage, enthuse and inspire students in their subjects without the need to adhere to exam specifications. In the Science faculty, some GCSE content is delivered during the Third Year due to the significant content in these GCSE subjects although this is mixed with other material in line with the above.

5. Fourth and Fifth Years (Years 10 & 11, Key Stage 4)

The GCSE option system is designed to provide a balance of opportunity and challenge to all students, to prepare them for future choices at A Level but to include flexibility where possible.

In addition to Maths, English Language and English Literature, all students study the three Sciences, either as part of the Double Award qualification or as three separate IGCSE subjects. Students must also study at least one Modern Foreign Language, unless they have a particular Special Educational Need or Disability that would make this an unsuitable challenge for them. Students then have a further choice of three or four subjects. The full range of option subjects is listed below.

Art and Design	German
Biology	History
Chemistry	Latin
Classical Civilisation	Music
Computer Science	Physical Education
Design & Technology	Physics
Drama	Religious Studies
Economics	Science (Double Award)
French	Spanish
Geography	

The majority of students therefore study 10 subjects in total. For a small number of students, however, including some SEND students who benefit from additional support, it is deemed that taking just nine GCSE subjects is more appropriate to their needs. They are therefore given the option of studying nine subjects and receiving additional support lessons instead in Maths, English, MFL, Science and Study Skills. These students are identified through pupil tracking in the Third Year, following which a discussion takes place with the student and parents before any decision is made.

The subject choices that students make each year are collected and the option blocks are then constructed around these choices, with the students taking 9 GCSEs timetabled together for the extra support sessions as one 'option'.

Maths and English sets are constructed by ability, with students in the top two Maths sets given the opportunity to take a Level 2 qualification in Further Maths; these students therefore taking eleven GCSEs. The school endeavours to ensure, where practicable, that the maximum class size for GCSE option subjects is 20, while top sets in Maths and English can go up to 26 students.

6. The Sixth Form (Years 12 & 13, Key Stage 5)

The A Level options system enables students to specialise in their chosen areas of interest and expertise. The majority of students in the Lower 6th (year 12) study four subjects, which allows for a certain degree of breadth and means that students are given time to discover where their strengths will lie at A Level. This also enables them to make an informed decision about which three subjects will best suit their emerging choices of university courses and careers: most students continue with just three subjects in the Upper 6th (year 13).

Once again, the options system is designed to be flexible and we are usually able to accommodate all combinations requested by each student. Each A Level subject is timetabled for 10 lessons per cycle, with further mathematicians having the full complement of 20 periods to cover both Maths and Further Maths.

The full range of option subjects is listed below.

Art	German
Biology	History
Business	Latin
Chemistry	Mathematics
Classical Civilisation	Music
Computer Science	Philosophy
Design Technology	Physical Education
Economics	Physics
English Literature	Politics
English Language	Psychology
French	Religious Studies
Further Mathematics	Spanish.
Geography	

In addition to this, students are given the option of studying Maths with AS Further Maths, for which they receive 13 periods per cycle.

All Sixth Form students are encouraged to undertake the Extended Project Qualification (EPQ), with about 75% of students embarking on the programme from the summer term of the Lower Sixth. The EPQ provides students with a valuable opportunity to broaden their horizons beyond the A Level specifications and develops high level study and research skills for university and their careers. Apart from the required guided content, the EPQ at King's is run on a strictly Independent basis and does not receive any curriculum time. All teachers volunteer to act as supervisors and students arrange meetings on an individual basis.

The Head of Sixth Form and his two deputies organise a programme of Lifeskills (one lesson per cycle) which incorporates elements of academic enrichment and PSHE, as well as preparation for university and beyond. The Sixth Form Enrichment programme takes place every week B Friday afternoon with the aim of broadening students' academic and non-academic interests and providing opportunities for a greater focus on non-material aspects of life. Students opt for a range of Service, Skills and Creative activities during their sixth form career and are required to complete at least one activity in each category.

7. PSHE and RSE

Personal, Social and Health Education (PSHE), including Relationships and Sex Education (RSE), is delivered as a curriculum subject in Removes, Shells and the Third Year, taught by form tutors and subject specialist teachers with particular strengths and experience in this area. This moves to a series of bespoke lectures with specialist teachers and external professional providers from the Fourth Year upwards, as we believe this is the best way to deliver sensitive and important content effectively to the older students. The PSHE lessons delivered through the tutor programme are prepared in collaboration with the Head of PSHE and based on ongoing events of relevance to young people in the broader community or where it is felt that the tutor-tee relationship will complement the delivery of the material and/or support the work of the tutor.

The PSHE and RSE department is included in the Departmental Review programme and is part of the faculty of Social Sciences & Maths. The department also gathers pupil feedback annually in line with other academic departments. There has recently been an increased emphasis on the importance of mutual respect and positive relationships to help develop a culture of diversity and inclusion throughout the school.

The PSHE and RSE programme is reviewed annually to ensure content is up-to-date and relevant, meets statutory requirements and is effectively delivered. Parents are involved in this process.

The separate PSHE and RSE policy provides further details.

8. Careers

The school is committed to providing a planned programme of careers education, information and guidance for all students in Years 7-13 to help them make decisions and plan their careers, both in school and after they leave. This programme reflects the school's commitment to do the very best for each of our students through great learning, opportunity and challenge. Our careers programme also closely reflects the school's core values of aspire, respect, collaborate. The school also endeavours to follow and meet the guidance provided by the Gatsby Benchmarks for careers provision, and to use careers to support study of PSHE and citizenship. The careers programme is led by the Careers Co-ordinator, who has specific responsibility for the provision of vocational careers advice (see separate Careers Education Guidance Policy). All matters relating to Higher Education are overseen by the sixth-form team, in close collaboration with the Careers Co-ordinator.

9. Diversity and Inclusion

Diversity & Inclusion are promoted through the curriculum. In the key subjects where BAME history and culture are most likely to be taught (History, Religious Studies/Philosophy & Theology, English, Politics and Classics), diversity of curriculum content is broad. Heads of Department and staff in these subjects are forward-thinking and recognise the importance of including diversity in representation within their subject areas; for example, the History department has completely changed the Shells Scheme of Work to include more diversity, and the Philosophy & Theology has organised departmental INSET on Black Theology, which offers a clear connection to aspects of the current A Level RS specification.

The Tutor Programme clearly identifies the importance of diversity and inclusion and assemblies have been used to focus on the use of language, discrimination and inclusivity, as well as specific topics such as Black History Month, Interfaith Week and LGBTQ+. Themed weeks in the tutor programme have included respect of others, tolerance of differences, and inclusivity. The Diversity & Inclusion Co-ordinator reports to the Assistant Head Pastoral, with a brief to create a series of resources for tutors to deliver some sessions in tutor period, age appropriate. The school has signed up to the Schools Inclusion Alliance and the Safeguarding network, which gives us access to specialist and up-to-date resources in these areas.

10. More able students

The School's philosophy underlying the teaching of more able students is as follows:

- To ensure that inspiring and engaging teaching, which challenges all to think, is at the heart of all that we do and that we equip students with a technical mastery and emphasise the beauty within each subject as well as connections with other subjects.
- To ensure that extension and enrichment are an integral part of learning, using material that allows any student to be stretched, whilst encouraging those we believe to be more able to take up particular opportunities and encouraging scholarship at all times.
- To provide enrichment opportunities outside timetabled lessons that will stimulate more able students.

Schemes of work are planned to include material that differentiates between students of different ability and that stretches more able students. Provision for more able students might include

- Use of higher ability material (e.g. A Level material at GCSE level).
- Use of more complex tasks.
- Less use of scaffolding and greater independence in task completion.
- Extra reading material set around the subject matter.
- Referral to websites and other sources relating to associated topics or materials.

A focus on encouraging scholarship is included in our CPD options for staff. "Encouraging Scholarly thinking within and beyond the classroom" explores some of the recent research regarding how to encourage scholarly behaviours in school-aged pupils. The course centres on five of Sandra Kaplan's habits of a scholar (academic humility, intellectual curiosity, intellectual risk-taking, multiple perspectives and pondering) and explores the role of feedback, positive perfectionism and task-engagement in encouraging the development of these habits.

11. Peripatetic Lessons in Music and Drama

There is a wide choice of Music Instrumental lessons and Drama lessons on offer to students. In both, students will have on average ten half-hour lessons per term. Both departments strive to ensure that disruption to lessons is kept to a minimum.

12. School Curriculum Overview (lessons are 55 minutes with a two-week cycle)

	Removes	Shells	3rds	4ths	5ths	Lower 6	Upper 6	
Maths	6	6	6	5	5	40	40	
English	6	6	6	6	6			
Biology	2	2	3	35	35			
Chemistry	2	2	3					
Physics	2	2	3					
Geography	3	2	3					
History	3	2	3					
Philosophy & Theology	3	2	3					
French German Spanish	4	8	13					
Latin	3	3						
Classical Civilisation								
Art	2	2						
Computer Science	2	2						
Design Technology	2	2						
Drama	2	2						
Music	2	2						
Learning to Learn	1							
PE	2	2		2				
Games	2	2		4	4	4	4	4
PSHE/Lifeskills	1	1		1			1	1
Enrichment							2	2
Total	50	50	50	50	50	47	47	

Assessment, Reporting and Homework

13a. Assessment and feedback

Assessment measures the nature and extent of a pupil's progress and achievement and helps the pupil to practise skills, develop understanding and consolidate knowledge. Assessment and marking of work are consistently used to support the improvement of pupils' work and to aid their planning of future work.

Whilst departments will have their own marking and feedback policies (see below), the following general principles should be considered when giving feedback.

- The most effective aspect of any feedback refers to what can be done better and how. Devices such as target sheets and WWW/EBI can be used to ensure and structure such critically constructive feedback.
- Students and teachers work most effectively together when there is interactive dialogue involving the setting of specific targets and how those targets can be achieved. This should form the basis of any feedback given and needs to be done on a one-to-one basis.
- Feedback can be verbal, written or both; careful consideration should be given to what is most effective in the circumstance. Verbal feedback can be very effective, especially to individuals; ideally such feedback should be recorded by the student for future reference.
- Feedback can be either formative (word-based) or summative (numerical); the former is often more effective than the latter to ensure improvement.
- Too many written corrections can be counter-productive; time-consuming for staff and disheartening for students. Focus on the key elements that will ensure improvement.
- Self and peer assessment can be used very effectively to provide feedback, though staff must ensure that both are carried out methodically with feedback accurately and consistently recorded.
- Model (teacher-produced) and/or exemplar (student-produced) answers can be very effective in providing feedback and as revision tools.

It is very important that departmental policies on marking and feedback, which may vary according to the nature of subjects, are well known to consistently adhered to by members of the department. Such policies will refer to the frequency and nature of assessment in departments. The independent written work of students must be reviewed and regularly assessed.

The assessment and marking of written work from SEND students should be carefully considered sensitive to their needs, for instance:

- not correcting every spelling mistake
- providing hints on how to remember spellings for keywords and examples of other words which conform to a particular spelling rule
- not complaining about poor handwriting or other presentational features
- giving students opportunities to demonstrate their understanding orally
- accepting that a smaller amount of writing may not indicate lack of knowledge

Assessment may be carried in various ways through the course of the year: formal examinations, formal or informal tests (including common assessments – see below) or individual assignments completed in class or for homework.

Assessments should be handwritten by students if their final examinations are to be handwritten. If students have access arrangements which allow them to type their final examination, then they should use this method to complete all assessments.

All classwork and homework for Removes and Shells should receive formative assessment only. Summative assessment is reserved for common assessments only.

13b. Tracking and Intervention

Heads of Departments are responsible for tracking the progress of students in all year groups. Departmental tracking spreadsheets should monitor the performance of students relative to their ability, through the use of baseline data and SEND information.

Intervention should take place as necessary, informed by departmental tracking, taking note of the following.

- Intervention is an important part of our provision for students in terms of enabling them to achieve their individual sustainable best. Involvement in co-curricular activity is equally important too.
- Intervention should be arranged where possible at a mutually convenient time for students and teachers. Where a teacher wishes to support a group of students, every effort should be made to find a mutually convenient time. If this is not possible, students should not be required to attend if they are already committed to an alternative activity. Any exception to this must be agreed with member of staff i/c that activity and student.
- Intervention sessions can only be compulsory for an unwilling student if parents have been contacted and are in agreement.
- Intervention must be supportive, not punitive i.e. intervention should be provided when students can't do something rather than won't
- Students not performing to their ability due to a lack of effort should be dealt with through redrafting and/or the sanctions system at the time.
- Intervention sessions are far more effective for individuals and small groups and must never be used for whole classes.
- Groups of relatively 'weak' students should not be required to attend intervention sessions over a long period of time.
- If a student fails to attend an intervention session, this should be communicated to parents and tutor and reinforced with the student. On the second occasion of non-attendance, a conduct point should be awarded.

The Intervention Team (Deputy Heads, Assistant Heads and Director of Learning Support) meets after every grading period to discuss further intervention required for students, either as decided by the Intervention Team or referred by Heads of Houses following Learning Scores and Attainment Grades.

14. Reporting

Reporting to parents takes place in the form of Learning Scores and Attainment Grades. The Learning Scores are designed to indicate the relative strengths and weaknesses of each student and therefore pinpoint what each individual student needs to do to improve their learning and attainment.

All pupils conduct a self-evaluation process following each set of Learning Scores and Attainment Grades and then have a 1:2:1 discussion (Learning Talk) with their tutor to agree targets for improvement. A set of study skills toolkits published by the Learning to Learn team and embedded in each tutor group OneNote notebook helps pupils to understand how to improve in all the different areas.

Learning Scores (Always, Usually, Sometimes, Rarely) are awarded for each of the following criteria.

- Class work completed as well as possible relative to ability
- Work and notes are well-organised to facilitate learning and revision
- Homework completed as well as possible relative to ability
- Willingness to correct work, learn from mistakes and act on targets
- Demonstrates effective study skills and revision techniques

Attainment Grades for all year groups are awarded on the mean of assessment scores through the year, based on the following criteria.

Removes and Shells	Outperforming, in line with, below expectations
Third Year	7 – attainment of a consistently high standard 6 – attainment of a good level in most aspects of the subject 5 – progress made but with some gaps in understanding 4 – attainment showing consistent weaknesses in knowledge and understanding
GCSE	9 - 1 (currently working at this GCSE grade)
A Level	A* - E (currently working at this A Level grade)

All students receive Learning Scores and Attainment Grades four times a year with the following exceptions.

- Upper 6 and Fifth Years do not receive grades in the Summer Term: Upper 6 receive a valedictory report at this time
- Removes and Shells do not receive Attainment Grades in the Michaelmas Term as they will not yet have completed common assessments in all subjects.
- 4th Years and Lower 6th do not receive Attainment Grades in the Michaelmas Term as they have not yet completed enough of GCSE or A Level courses to generate Attainment Grades in line with their ability.

All students receive a full written report once a year, according to the following schedule:

- Michaelmas Term – 5th Year
- Lent Term – Upper 6, Lower 6, Fourth Year
- Summer Term – Removes, Shells and Third Year

15. Homework

Homework plays a significant role in encouraging students to become independent lifelong learners and enables them to develop effective study skills and habits.

Homework should be set as a discrete task to allow students to reinforce knowledge or skills learnt in class or to prepare for future classwork and extend students' knowledge and understanding.

Homework should include opportunities for students to make effective revision notes, as well as opportunities for memorisation and retrieval practice. Students should be given at least one week's notice prior to a topic test or common assessment, and the homework set should take account of this.

Homework is set for all students on Firefly, with the exception of Removes where, on a trial basis, homework is set as an Assignment on Teams. Homework is set by all teachers according to the published timetable.

In determining homework programmes, the school is also keen to support the well-being of students with regard to the balance of school work and other activities outside school, many of which are important from a broader developmental perspective.

The number of homeworks allocated per night to each year group, and the timings, should be closely adhered to by students and staff and are as follows:

Removes	2 or 3 subjects of up to 60 minutes in total
Shells	2 or 3 subjects of up to 75 minutes in total
Third Years	2 or 3 subjects of up to 90 minutes in total
Fourth and Fifth Years	2 or 3 subjects of up to 105 minutes in total
Sixth Form	Up to 4 hours per subject per week

Students are expected to work hard during term time, but to be able to relax during school holidays. No homework should be set for Removes to Fourth Year students to complete during half-term breaks or school holidays.

Developing Teaching & Learning

16. Departmental and Personal Development Plans

All departments have half a day off timetable during the summer term to devise a Departmental Development Plan (DDP) for the next academic year. The purpose of the development plan is to positively influence the quality of teaching and learning. Teaching and learning should also be a regular feature of department meetings throughout the year.

All teachers devise Personal Development Plans (PDPs) at the end of the academic year to include at least one teaching and learning target in line with the Departmental Development Plan. Progress with PDP targets is reviewed with line managers at the end of each term. Heads of Departments conduct a formal lesson observation of each colleague in their department and all teachers seek pupil feedback as part of the PDP process.

Following the publication of A Level and GCSE exam results, Heads of Departments write an analysis of positive and negative aspects of the results in their departments and discuss these with the Headmaster, Deputy Head Academic and Head of Faculty at a series of exam results meetings in September, following which DDPs for the year can be amended.

17. CPD

The Deputy Head Academic, together with the Head of Faculty with responsibility for CPD, organises an annual programme of twilight CPD sessions to enable all teachers to develop particular areas of their practice. The programme of CPD is organised in such a way as to enable teachers to choose from a menu of options, such as:

- Preparing for Senior Leadership
- Effective tutoring: understanding adolescents
- Encouraging scholarly thinking within and beyond the classroom
- Supporting Pupil Wellbeing

At other times, for example at the start of each term, CPD is organised to allow for training of all staff in safeguarding and child protection, neurodiversity, diversity and inclusion, and other areas relating to compliance, as well as to provide updates and opportunities to respond to recent developments and current issues.

18. Departmental Reviews

Each department is formally reviewed within the Departmental Review process once every three years. Department Reviews are led by either the Headmaster, Deputy Head Operations or Deputy Head Academic, each of whom leads a review team also comprising the Head of Faculty and a peer Head of Department, sometimes augmented by another member of SLT, the Director of Learning Support or the Learning Skills co-ordinator.

The key features of the Department Review are as follows:

- SWOT analysis completed by the department, overseen by the Head of Faculty
- Head of Department interview
- A review week including lesson observations, a work review, student questionnaires and focus groups

The review team then meets to prepare a report written by the lead reviewer, with recommendations discussed with the Head of Department. The report is then published to the department. The Head of Faculty ensures that recommendations from the Department Review are followed up and items are added to the DDP as necessary.

19. Pupil voice

Pupil voice has for some time been an important aspect of Departmental Reviews and as a way of gathering feedback for Personal Development Plans. More recently there has been a greater focus on departments using pupil voice to assess developments in Teaching & Learning strategies and all departments are expected to elicit feedback from each year group at least once a year and to subsequently explain to the pupils what has happened as a result of the feedback they have given.

The use of pupil voice in Departmental Reviews has also developed to include pupil questionnaires to different year groups in addition to focus groups. The school conducts pupil surveys periodically and these surveys include a number of questions relating to Teaching & Learning.

Appendices

Appendix 1: Exam Access Arrangements Policy

Full details of examination access arrangements can be found in the JCQ publication '[Access Arrangements and Reasonable Adjustments](#)'.

Section 6 of the Equality Act 2010 defines disability as 'a physical or mental impairment which has a substantial and long term adverse effect on someone's ability to carry out normal day to day activities'. Access arrangements are the principal way in which Awarding Bodies comply with the duty under the Equality Act to make 'reasonable adjustments'.

Permitting access arrangements which are not supported by appropriate evidence constitutes malpractice by the Centre and could, ultimately, lead to the recall of certificates.

External reports and diagnosis

External assessments commissioned by parents whilst a pupil is at The King's School, which have not been requested by the school, cannot be used as stand-alone evidence for examination concessions.

Parents may choose to have their child assessed privately as evidence that their child should be awarded extra time or another type of EAA. These private assessments are often very detailed but also cost a significant amount of money. This means that parents who are unable to obtain a private report through their financial circumstances are put at a disadvantage.

As an exam centre the school must be consistent in its decisions and ensure that no student is given an unfair advantage or be disadvantaged. If the advice of the private assessor conflicts with the Director of Learning Support, then the recommendation of the school will always take precedence. External assessments cannot be used as evidence for access arrangements by the school unless there is an established working relationship between the external assessor and the school.

Any parent wishing to pursue an external report should contact the Director of Learning Support first for a briefing on how the process works and for a list of recommended assessors where there is an existing trusted and established working relationship with The King's School. Please see further detail in the School SEND Policy.

Principles for exam access arrangements

The King's School aims to ensure that no candidate is placed at a substantial disadvantage in comparison to his or her peers as a result of a specific need or learning difficulty and, equally, that no candidate should be unreasonably advantaged by the provision of an access arrangement for which significant evidence of need is not apparent.

Whilst careful attention will be paid to the contents of historically commissioned external reports these will not, in themselves, constitute definitive evidence of need nor enable automatic eligibility for Access Arrangements to be granted. Evidence of 'normal way of working' and 'history of need' are the most important principles when taking decisions regarding exam access arrangements.

The School seeks to provide every opportunity, from Key Stage 2 onwards, for children to practise using this extra time in their end of year school tests, mock examinations and, where possible, class tests.

Access Arrangements awarded at previous schools or at any point before the 3rd Year of The King's Senior School, are not automatically carried forward and do not guarantee eligibility for examination access arrangements at GCSE and A level.

All pupils who have an external diagnostic report will need to be re-assessed once the pupil enters the 3rd Year of Senior School (Year 9) and these assessments will need to be done by one of the designated in-house assessors. The Director of Learning Support will write to parents at this time to explain the process fully.

Formal applications for exam access arrangements for GCSE and A level examinations, will be made via the JCQ Online system in the Michaelmas and Lent terms of Year 11 and Year 13. Parents will be written to at this time to confirm which access arrangements have been awarded to their child and in which subjects.

Final decisions about examination concessions for internal and public examinations rest entirely with the school in its capacity as an examination centre. Where recommendations made in privately commissioned reports are not accepted by the school, a written rationale will be communicated to parents.

Members of the Learning Support team are qualified as in-house designated assessors. Their responsibilities include:

- Testing candidates from Year 9 onwards to determine requirements for access arrangements
- Completing Form 8 or Form 1 in compliance with JCQ requirements
- Processing the applications for Year 11 and Year 13 students using the JCQ Access Arrangements Online (AAO) tool
- Notifying the Examinations Officer and IT Teams of candidates' access arrangement requirements
- Notifying parents of which access arrangements have been awarded for their child and in which subjects
- Providing all supporting documentation and evidence for the purpose of JCQ Inspection
- Recording the candidate's access arrangement on the school iSAMS data base
- Updating and distributing an 'Access Arrangements Register' which lists the candidates who require exam access arrangements and what they are

Appendix 2: Word Processing Policy

The purpose of this policy is to outline how the King's School manages and administers the use of word processors in examinations. The policy has been written in accordance with JCQ regulations which are published annually in September. Full details of examination access arrangements can be found in the JCQ publication '[Access Arrangements and Reasonable Adjustments](#)'.

Principles for using a Word Processor

Under the guidelines issued by JCQ "Centres are allowed to provide a word processor with spelling and grammar check facility disabled to a candidate where it is their normal way of working within the centre and is appropriate to their needs".

Candidates may not require the use of a word processor in each specification, as subjects and their methods of assessment may vary, leading to different demands. The need for the use of a word processor is considered on a subject-by-subject basis.

Requests for a candidate to word process in exams must be submitted by each Head of Department to the Director of Learning Support using a standard school form which identifies the persistent and significant difficulties the candidate is having which supports the case for the candidate to word process.

The Director of Learning Support will hold, update and distribute a 'Word Processing Register' which lists the subject specific information provided by the Heads of Department. The 'Word Processing Register' will be used by the Examinations Officer, Director of Studies and Heads of Department to plan arrangements in both internal and external exams.

Particular types of candidate who may benefit from using a word processor include a candidate with:

- A learning difficulty
- A medical condition
- A physical disability
- A sensory impairment
- Planning and organisational problems when writing by hand
- Poor handwriting

A word processor will not be granted to a candidate simply because he or she prefers to type rather than write or can work faster on a keyboard or because he or she uses a laptop at home.

The use of a word processor in exams can only be granted if it reflects the candidate's 'normal way of working', which includes in the classroom, mock examinations, tests and homework tasks.

The provision of a word processor does not, in itself, entitle candidates to extra time in examinations.

The only exception to this is where an arrangement may need to be put in place as a consequence of a temporary injury or impairment at the time of the exam.

Guidance for candidates

- Word processors used in both internal and external examinations will be provided by the school and the IT team are responsible for ensuring that they are in good working order.
- In external exams, candidates will be sitting in a separate room to the main examination room with separate invigilation organised by the Examinations Officer.
- The Examinations Officer will prepare a personalised sheet for each candidate advising them of the start and finish time of their exam.

- Each candidate will be logged on and off by a representative from the school IT team. Candidates will not be permitted to use their normal school login during examinations.
- A restricted login for each candidate will be provided by the IT team which denies access to the internet, spell and grammar check and predictive text. This will be set up for each candidate before he or she enters the exam room.
- The software candidates will use in all exams is called 'Exam Wordpad'. Font size will be set to 12 points with double spacing. Font size, font type and screen colour can be changed by the candidate by clicking on 'Screen Options' at the top of the screen.
- Work will automatically be saved every 60 seconds through an 'auto save' function on the software programme.
- At the end of the examination session, candidates will be supported by the invigilation team to print their work and advised not to turn off or log off the word processor.

The print screen will prompt candidates for:

- Name
- Candidate Number
- Exam Paper (i.e. subject)
- External exam centre number 40317

Candidates are permitted to both type and handwrite throughout the exam but must ensure that question numbers are clearly labelled throughout. Word processed scripts will be inserted in the normal answer booklet.

The normal Question/Answer booklet must be fully completed by the candidate with personal details (name, candidate number, exam etc... AND SIGNED IF REQUIRED).

Candidates must be present while their work is being printed off and verify that the work is their own by signing each page.

Guidance for invigilators

- The invigilator team will have had appropriate invigilator training run by the King's School.
- All invigilators will have read the 'Word Processing Policy' in full.
- The invigilator team will be aware of which candidates in the word processing room have access to extra time.
- The Examinations Officer will prepare a personalised sheet for each candidate advising them of the start and finish time of their exam and the invigilator will ensure that each candidate has this sheet on his/her desk.
- At the end of the examination period, the invigilation team will advise the candidates to leave their work open on the screen and not to turn off or log off the word processor.
- At the end of the examination period the invigilator will inform the candidates to print their work and assist them with this.
- The invigilator will advise the candidates to fill the front cover of the question/answer booklet in by hand and submit this with their printed work.
- The invigilator will ask the candidates to verify the printed work is their own by asking them to sign each page.
- For external exams, the invigilator will sign and complete a JCQ Form 4 and ensure that this attached to the exam script before returning the papers to the Examination Officer.
- The invigilator will assist or summon help from the IT team in the case of a technical fault.