



KING'S COLLEGE SCHOOL

PANAMA

Secondary Curriculum Policy

inspired



To deliver High Performance Learning for all children through a carefully constructed knowledge and skills-based curriculum at Key Stage 3. The aim for all curricula offered is Secondary is that it builds long-term understanding and life-long learners.

Curriculum content and delivery

All pupils are taught with children of the same age in mixed-ability groups. Wherever possible, the curriculum follows the English National Curriculum though local requirements mean we must also teach all elements of the Inspired curriculum, Spanish Language & Literature and Panamanian Social Sciences to all nationals who are part of the Andres Bello Convenio.

The Secondary department covers children from age 11 onwards, and builds on the achievements of the Primary department. This curriculum will be complimented by the core components of High Performance Learning (HPL)

	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	Spanish IGCSE in Year 9 Pupils choose option subjects for iGCSE in Term 3	IGCSE Examinations at the end of Year 11. Spanish A Level & GCSE/IGCSE at the end of Year 11 Spanish A Level Pupils choose subjects to study at IBDP in Term 3	IBDP in Year 12 and 13

Subject lesson allocation

The school has 30 1 hours periods week/ 60 30 minute periods.

Curriculum Design

The Headteacher and Secondary Leadership Team assume responsibility for the design of a curriculum that matches the school aims. Heads of Department with oversight from the Head of Secondary, in conjunction with the Secondary Leadership team, 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.

Key Stage 3 Curriculum

In KS3 pupils study a range of subjects, including: English, Drama, Mathematics, Science, French, History, Geography, Art, Music, Public Speaking, Physical Education, Computer Science, Spanish Language and Literature and Panamanian Social Sciences.

All lessons are taught by a series of subject specialists.

This curriculum will be complimented by the core components of High Performance Learning (HPL)

Key Stage 4 Curriculum

In KS4 pupils continue with up to 9 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 class with study-skills during 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 GCSE/IGCSE subjects include: English Language, English Literature (or in some instances, English as a Second Language), Mathematics, Biology, Chemistry, Physics and Spanish (for non-native speakers). Pupils must also study non examined Physical Education and PSHE. All nationals who are part of the Andres Bello Convenio must study Spanish Language and Literature and Spanish Social Sciences.
- Pupils typically choose three additional GCSE/IGCSE 'option' subjects to supplement their programme. They can choose from: Art and Design, Computer Science, History, Geography, French and Physical Education.

All teaching is in mixed-ability groups though pupils may be taught in sets for Spanish IGCSE and MFL.

KS5 Curriculum (the Sixth Form)

In KS5, the School offers the International Baccalaureate Diploma Programme (IBDP) . For the IBDP programme, students must select six subjects from five categories and must select three High Level subjects and three Standard Level subjects. This is complemented by the IBDP's core subjects of Theory of Knowledge (TOK), Creativity, Action and Service (CAS) and the Extended Essay (EE).

During the final year of KS4, pupils are provided with Sixth Form information 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. We do our best to ensure that as many option combinations as possible are available. Options are confirmed following 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, overseen by the Sixth Form Team (Deputy Head of Secondary, Year 12/13 Form Tutor and Careers and University Guidance Officer).

IBDP Option Blocks

The Diploma Programme Core subjects

Theory of Knowledge

Extended Essay

Creativity, Action & Service

Students then also take three Higher Level and three Standard Levels subjects from 1-5 or 1-6.

Group 1: Studies in Language & Literature- Language A: Language & Literature English

Group 2: Language Acquisition- Language B: French/Spanish

Group 3: Individuals & Societies- Geography/History/Psychology

Group 4: Sciences- Biology, Chemistry, Physics, Computer Science & Sports, Exercise and Health

Group 5: Mathematics

Group 6: Visual Arts

Enrichment Studies

We offer a variety of after-school and lunchtime extra-curricular activities. Activities include School Newspaper, Student Leadership, Duke of Edinburgh's International Award, Drama Club, Football Club and other sporting activities.

Speaking and Listening, Literacy and Numeracy

Literacy across the school is promoted by the English and Drama department in KS3 where it is a compulsory subject. In KS3 - KS5, developing Literacy and Academic Literacy is also the responsibility of all teachers at the school and is supported in all subject areas. The School collects data on Use of English for learning through termly reports to parents and during mid-term data drops. This is used to inform any necessary intervention to support pupils including small class EAL support. Numeracy is taught within the Maths curriculum in KS3 and KS4 and these skills are reinforced, where appropriate, within many other subjects such as Science, and Computer Science.

Differentiation, Learning Difficulties & Disabilities

At King's College is selective, there is still a range of abilities within each cohort. Staff are expected to take this into account in both their planning and in teaching in a variety of ways, this will also be informed when appropriate, by the College's Head of Inclusion. The Head of Inclusion coordinates the appropriate use of available resources both physical and human to support pupils and teaching staff.

Personal, Social and Health Education

In KS3, KS4 & KS5 PSHE is delivered within curriculum time. One period per week is devoted to PSHE. The PSHE programme and its delivery are the responsibility of designated teachers, led by the Secondary Leadership Team. This is monitored by the Head of Secondary.

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 Community, Conservation, Communication and Wellbeing Ambassadors or acting as representatives on the Student Council or Sustainability Committee. Sixth Form students are able to nominate themselves for positions of responsibility including Head Prefects and Primary Student Council Lead.

Primary / Secondary School Curriculum Liaison

The Primary Department provides 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 Head of Secondary assumes responsibility for the transition process, in partnership with the Head of Primary, Assistant Head of Primary and the Deputy Head of Secondary. 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 Departments/Assistant Heads in both schools are expected to maintain regular links with their counterparts 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 School 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 Secondary 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 school links within department areas such as: lesson observation; possible joint year 6, 7 events; Secondary School staff running an activity for year 6; teaching a 'one off' lesson or topic in the other section of the 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 progress tests together with GL Assessment scores are made available to staff by the end of Secondary. Further information which may have an impact on the learning, progress and emotional well-being of pupils is also communicated by the Secondary Academic, Teaching & Heads of Departments.

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