

**CURRICULUM,**  
**TEACHING & LEARNING,**  
**REPORTING & ASSESSMENT:**  
**POLICY AND PRACTICE**

Person responsible: College Principals, King's School, Canterbury International College  
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## Teaching and Learning at the College

A King's education focuses upon the needs of the developing individual. In so doing, it is built upon the twin pillars of:

- The academic studies within the curriculum; these are the main subjects studied during the day/week.
- The additional extension and enrichment activities, which help a student to flourish; some of these are catered for within the curriculum, some are outside, known as the co-curricular.

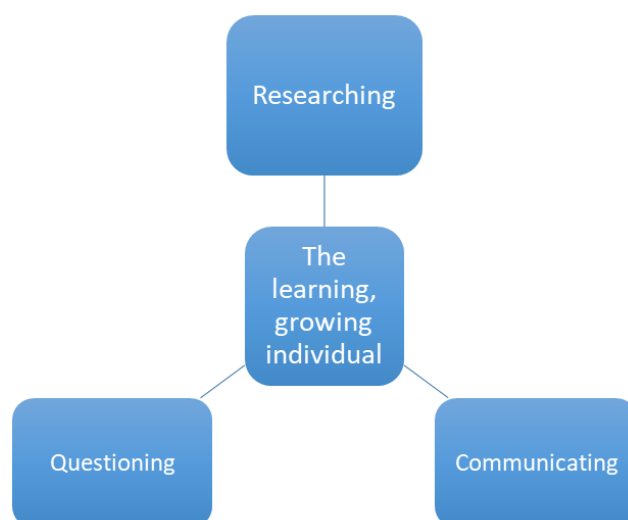
The highest quality of pastoral care underpins everything we do. All students are guided by experienced teachers and support staff dedicated to ensuring their safety and personal development. In fact, a King's education is community-based where students and staff are integral parts of a busy network of talented individuals developing their own skills but working together for the common good: personal development through a top quality all-round education.

The King's academic programme is designed to encompass both depth and breadth. Built upon historic foundations, the developing individual is taken out into the wider world locally, nationally and globally.

Education forever changes. We are now in a digital world of instant and mobile connectivity, dominated by information and data. There are exciting opportunities for a new pedagogy. There are new and different challenges. Our task is to develop and deliver a curriculum in a way that is relevant to today's teenagers and the specific needs of those joining the College, but without jettisoning what we value so highly from the past.

Therefore, the College focuses upon some traditional subject areas, all taught in a modern way, together with some new and innovative courses designed to provide students with the skills they need for further study and a genuine international perspective. To help achieve this, all teaching and learning has at heart the core themes of researching, questioning and communicating.

- Researching  
The College promotes a spirit of enquiry beyond the confines of our students' immediate experiences and the requirements of examination syllabuses. Through encouraging an awareness of their voyage of discovery, and helping them to develop skills that are relevant and useful, we aim to help them develop a joy of learning for learning's sake.
- Questioning  
Information does not mean knowledge and knowledge does not always lead to deeper learning. In today's world with information everywhere, it is essential that our students are challenged in the classrooms, debating chambers and forums to turn what they have discovered into something useful, meaningful and lasting.
- Communicating  
Sharing education is fundamental: it aids, reinforces and deepens learning. Students live together and are encouraged wherever applicable to work together in a supportive and vibrant community. They learn the skills of creative expression through art, music and sport as well as understanding the power and responsibility of the written and spoken word.



Learning at King's is, therefore, an active, dynamic experience, taking place as much outside the classroom as within.

The role of the teacher is to motivate and support learning, through encouraging research, questioning and discussion, rather than specifically delivering information (though there is always a time for that). He or she is still a central figure, guiding the learning and directing conversation, but lessons, capped at 12 students per class, are discursive, much more like seminars, with students encouraged to talk about what they are doing at all times.

Students also have many opportunities for collaborative learning (i.e. working together on a task) and for delivering presentations to their peers.

Students come to the IC for a number of different, but very specific reasons:

- They need a one-year GCSE course
- They need extra support with English in Years 9 and 10
- Pastorally they are looking for a small, nurturing school, in order to boost their confidence

Our students have the following backgrounds:

- Native speakers of English, who need a one-year Y11 course
- EAL speakers, who need a one-year Y11 course
- Students of Y9/10 who are looking for small class sizes and a supportive environment

The College specialises in providing pastoral support of the highest order with outstanding opportunities for academic progress. Our pastoral and academic staff to student ratio is 1:3, which allows us to provide extremely individualised and tailored support. Classes are capped at 12 students and the curriculum is designed to expose students to a breadth of experiences and knowledge, while ensuring they will be in a position to make a real success of their next step, whether that's after a one-, two-, or three-year course with us.

## Curriculum Details

### Year 9

In Year 9, students follow a broad curriculum that allows them to develop a love of learning and furthers a wide range of skills and talents. It also gives them the opportunity to experience how different subjects are taught in the UK, so that those who move on to other schools for Year 10 can make meaningful subject choice decisions.

### Year 10

In Year 10, rather than start two-year GCSE courses in all subjects, our students only do so in Science, and follow a broad curriculum in all other subjects. This is because for the most part, our Year 10 students have newly arrived in the UK and its education system, and are not in a position to make meaningful and informed subject choice decisions prior to their arrival. By allowing them to experience a broad curriculum, we are able to discover talents students may not have known they had, or foster interests in subjects that are taught wholly differently compared to the students' home countries. In addition, by participating in non-GCSE courses such as Drama, students are able to develop the language, communication, discipline, and study skills they will need to make a success of their one-year GCSEs in Year 11.

### Year 11

In Year 11, students study towards GCSEs or iGCSEs that are taught over the course of just one year, except for separate classes in Science, where students who arrived in Year 10 continue with the programme started in that year. English, Maths, PSHEC (not externally assessed) Single Science, and Global Perspectives are compulsory: they provide key qualifications in subjects and study skills that will be essential for A level and university study in the future. In addition, students choose from a range of options. With different subjects placing varying demands on students' time, not all subjects have the same lesson allocation, so students will complete courses in varying amounts of subjects, depending on their individual timetables. A typical timetable may consist of:

- Compulsory: English, Maths, Single Science, Global Perspectives
- Options: Double Science, Economics, Computer Science, Business, Art & Design, Music

Students are also able to complete Triple Science through the activities programme; sit a Further Maths qualification in addition to the normal GCSE; sit a GCSE in their native language where this exists (preparation lessons are typically provided in the Spring Term); study another foreign language (individual lessons or small group lessons are arranged as required). In total, and depending on their individual circumstances and whether they arrived in Year 10 or Year 9, students gain between 6 and 11 qualifications at the end of the year.

## Core Subjects

### English

In Y9 and Y10 classes are set, in Y11 the subject is taught as either First or Second language, based on ability. Years 9 and 10 work towards the iGCSE ESL qualification, with the option of changing onto the First Language course in year 11. Small groups may be extracted from classes for work on Literature in order to challenge students with advanced levels of English.

### Mathematics

This is taught in classes but personalised so that every student is challenged; the IGCSE is offered in Year 11 with extension through an additional Level 2 qualification in Further Maths for the strongest students or those who already made excellent progress in Y10.

### Sciences

Year 9 take a combined science course, while Years 10-11 follow the Edexcel IGCSE syllabus in all three sciences, with options to take the Single, Double or Triple in Y11. Students who arrived in Y10 have the option of

continuing in a special class in Y11, aimed at gaining Double in just one column. New students wishing to take Double spend two columns on this.

## PSHEC

PSHEC is a mandatory subject that aims to equip students to embrace the challenges of creating a happy and successful adult life. Students gain knowledge that will enable them to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Students can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. Topics include E-Safety, substance abuse, diversity and inclusion, anti-bullying, health and wellbeing, first aid, puberty and sexual health, consent, and positive relationships. PSHEC is assessed and graded, however there is no official qualification gained from PSHEC.

## Global Perspectives

Global Perspectives is an exciting and modern qualification that places great emphasis on skills, not just content. Students research, present, and cooperate in teams, while studying topics that cover global 21st century life. Students in Year 11 work towards the IGCSE qualification, and students in Year 9 and Year 10 follow a Global Perspectives foundation course.

## Broad curriculum and choices subjects

### Art and Design

This is taught in a specialist classroom with access to a wide range of equipment.

### Business Studies

This is a foundation and taster course in Year 9 and Year 10 and a one-year course in Y11.

### Computer Science

This is taught in a specialist classroom with access to 12 desktop computers, one for each student in the class.

### Economics

This is taught as a Year 11 course only and requires high levels of English.

### Geography

This is currently a taster course in Year 9 and Year 10 and focuses on the local area to help settle students in.

### Humanities Carousel

In Years 9 and 10, one term each per year is spent on History, Economics, Philosophy & RS, giving students an insights into these subjects, which they may well like to choose for A level study later on in their school career.

### Languages

Preparation for native language speakers towards a GCSE (where this exists and is taught at KSC) happens in the Spring Term. Students may also opt for small group or one-to-one tuition in another language, where this is taught at KSC. This is covered by the College. Students are free to choose whether they want to enter a public examination.

### Media Studies

This is taught in Year 9 and 10 in order to engage students with the world around them and to develop their critical literacy and thinking skills, as well as their confidence in terms of group work.

## Music

Music plays a huge part in the life of the College and goes far beyond the lessons provided in Year 9 and 10, as well as on the Year 11 course.

## Sport

In addition to the thrice weekly Games programme, Year 9 and 10 have one Sport lesson per week, in order to ensure that they are physically active and gain confidence in this vital area of school life.

## Extra- and supra-curricular

### Games

Regular sports and exercise through the Games programme.

### Activities

Further enrichment from a choice of pursuits, inside and outside the curriculum, including the International College Choir

## The College Day

The College academic week and timetabled periods largely mirror the structure at the senior school, which allows for integration in terms of games and activities. However, some adjustments, such as the length of lessons, have been made, in the interest of supporting international students.

		Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		
Wake up	07:00													
Tick in at breakfast	07:30													
Breakfast	7:30 - 8:15	Breakfast		Breakfast		Breakfast		Breakfast		Breakfast		Breakfast		
Lesson 1	8:30 - 9:25	Less. 1		Less. 1		Less. 1		Less. 1		Less. 1		Less. 1		
Lesson 2	9:30 - 10:25	Less. 2		Less. 2		Less. 2		Less. 2		Less. 2		Less. 2		
Break	10:25 - 10:40													
Lesson 3	10:45 - 11:40	Less. 3		Less. 3		Less. 3		Less. 3		Less. 3		Less. 3		
Lesson 4	11:45 - 12:40	Less. 4		Less. 4		Less. 4		Less. 4		Less. 4		Tutor		
Tutor time	12:45 - 13:00	Tutor		Tutor		Tutor		Tutor		Assembly		Lunch		
Lunch	13:00 - 14:00	Lunch		Lunch		Lunch		Lunch		Lunch		Y9/Y10/Y11 Games		
	14:00	Y9/Y10 Games	CH Y11	Y11 Games	Less. 5 Y9/Y10	Activities	Y11 Games	Less. 5 Y9/Y10	Y9/Y10 Games	Less. 5 Y11				
Lesson 5	15:00 - 15:55		Less. 5 Y11								Less. 6 Y9/Y10			Less. 6 starts at 16:15
Lesson 6	16:00 - 16:55		Less. 6 Y11											
Break	16:55 - 17:10													
House Curfew	17:00													
Late Hour / Activities	17:15 - 18:10													
Supper	18:20	Dinner		Dinner		Dinner		Dinner		Dinner		Dinner		
Phone hand-in	19:00 - 19:10													
Prep	19:15 - 20:45													
Free	20:45 - 21:30													
Staggered lights out	22:00													



## Professional Expectations

### General Professional Expectations

*Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.* Teachers' Standards – Preamble.

Teachers at the IC should be familiar with these standards and follow them, as well as the more specific guidance below. The annual appraisal process reflects the expectations that IC teachers consistently meet.

### General and specific job descriptions

All Teachers at the College must follow the General Teacher job description (see appendix), as well as the subject-specific job description for which they applied.

### IC Expectations

- Follow the assessment and reporting policy and adhere to deadlines as published or announced in staff meetings
- Maintain a mark book and other relevant data for each class / exam group (electronic or in hard copy) that can be shown to the Principals on request
- Work with relevant colleagues to ensure progress, e.g. SENCO, Senior Tutor, Academic Progress Leader
- Be willing to assist students on an individual basis where necessary and appropriate, for example through conversations during breaks, lunchtime, or on duty evenings or during weekend shifts
- Follow the Behaviour Policy in all relevant areas, e.g. rewards and sanctions, student uniform, student behaviour and actively liaise with other staff where necessary
- Follow procedure for students unaccounted for (email [missingstudent@kings-school.co.uk](mailto:missingstudent@kings-school.co.uk))
- Attend relevant CPD on a regular basis, especially in order to address specific comments in any examiner reports
- Follow the prep timetable and insist students use the provided prep diary
- Know students well
- Use available technology where appropriate, e.g. Teams, sharepoint, CPOMS, ISAMS to share resources, notes
- Be aware of possible tensions between students from different backgrounds and take this into consideration in terms of classroom management
- Ensure their teaching area / classroom is welcoming, tidy, and a space where a) students can learn effectively during the school day, as well as in the evening or at weekends, and b) other teachers can work without having to tidy up

- Provide cover teachers with meaningful work in good time
- If not invigilating exams themselves, provide cover teachers with clear instructions and all relevant materials in good time
- Mark according to the departmental handbook
- Ensure students' work addresses the key areas mentioned in the work scrutiny
- Adhere to the College marking code

### CPD

The College is fortunate to have a generous teacher training budget. CPD is provided centrally for all staff and/or teachers on INSET days, but we expect teachers to engage with CPD much more frequently than this, and of their own accord. Teachers are encouraged to research CPD that would further their knowledge and skills as subject teachers, but beyond that, they are also encouraged to develop their pastoral skills; gain experience in specific areas such as ASD; or develop new skills which will allow them to contribute to life at the College.

## Assessment and Reporting

Formal summative assessment takes place by means of College and Public Examinations. Ongoing formative assessment takes place all the time, through each class discussion, through each piece of work submitted, and every assignment. However, in order to facilitate monitoring of progress and tracking against both targets and expectations, there is a regular system of internal assessment and reporting.

### Assessment

#### Summative

Since the majority of College students will always be on a one-year programme, time is of the essence when it comes to the delivery of specifications and the curriculum. The exam schedule is designed to allow for meaningful assessment at sensible points in the year, while allowing maximal teaching time for the delivery of externally assessed qualifications.

For the purpose of internal exams, all students are taken off timetable and exams are completed in exam conditions, with invigilation provided by staff. They are marked centrally by Subject Teachers and in Year 10 and 11, marks are awarded in accordance with specification mark schemes or based on past papers, with some allowance for Year 10 students' developing English. In Year 9, grades are given based on mark schemes that are modelled on GCSE mark schemes, taking into consideration expected and reasonable development on the way to taking the subject at GCSE level. This will allow Year 9 students and parents to make informed decisions about subject choices for the start of Year 10.

#### Year 9:

- Internal exams just before Christmas
- Internal exams after the summer mid-term holidays

#### Year 10:

- Internal exams just before Christmas
- Internal exams after the summer mid-term holidays

#### Year 11:

- Internal exams in all subject just before Christmas
- Internal exams in all subjects in early March
- Public exams in the summer term

### Formative

Formative assessment takes place in every lesson in some form: through verbal feedback from the teacher; peer assessment; written feedback from the teacher; self-assessment. All of these approaches are valid mechanisms for promoting progress and providing meaningful feedback to students on their learning and how they can improve.

### Marking

The College uses a unified marking code, which was designed specifically to aid international students and EAL learners. This is displayed in all classrooms. A subject / department approach to marking is outlined in each subject / department handbook and is focused on providing meaningful feedback to students that allows them to improve through acting on the advice and feedback provided.

### Reporting

Parents and guardians will receive formal written feedback at regular intervals, through Teacher, Tutor, and College Principal feedback that is published on the parent portal. This is designed to be accessible to ESL speakers

and facilitate meaningful communication with parents and guardians new to the UK education system. Reporting dates can be found in the shape of the year document. The two types of feedback are described below.

### Effort Reports

Feedback on effort and attitude is designed to give parents short and meaningful feedback on achievement, rather than attainment. Based on our own data, effort reports are also the best indicator of future GCSE success.

Teachers choose from a drop-down menu, and a small comment box allows for any additional comment.

- Outstanding effort and attitude
- Good effort and attitude (*default setting*)
- Inconsistent effort and attitude
- Poor effort and attitude

Other comments	<i>Max. 100 characters without spaces</i>
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Effort grades decide who must complete prep in the supervised prep room.

### Full Reports

These reports provide feedback on objective attainment, rather than personal achievement. Number grades give an indication of possible future exam performance. In Y11, number grades should express current, absolute attainment matched against specification mark schemes and grade boundaries. In Y9 and Y10, these should be adjusted to reflect an estimate of what the student might be expected to achieve with normal progress over the coming years.

Teachers choose a number from a drop down menu as shown below. They then also write comments in topic boxes provided. In addition, full reports also come with effort numbers as described above.

Reports should demonstrate that the teacher knows the student and contain individualised comments. While some information might be repeated for an entire class (e.g. content of a recent test), each report should contain feedback individual to the respective student and avoid generalised comments.

Level	Comment
9	<b>Outstanding – working at the highest level expected (A** grade), almost error free</b>
8	<b>Excellent – extremely high level of work (A* grade)</b>
7	<b>Very good – A grade work</b>
6	<b>Good – B grade work</b>
5	<b>Satisfactory, secure level (C grade)</b>
4	<b>Satisfactory, just passable level (C grade)</b>
3	<b>Just below passable</b>
2	<b>Low standard</b>
1	<b>Very low standard</b>

Recent content	<i>Max. 300 characters without spaces</i>
Recent assessment	<i>Max. 100 characters without spaces</i>
Attitude and behaviour	<i>Max. 100 characters without spaces</i>
Homework and materials	<i>Max. 100 characters without spaces</i>
Other comments	<i>Max. 100 characters without spaces</i>

Tutors must proofread all subject reports and are expected to correct minor mistakes or contact the relevant teacher to alert them to mistakes and ask them to correct these. They then write a summary of how their tutee has been getting on academically, as well as outside of class in activities, games, and wider College life. Tutors play an important pastoral role in students' lives and are expected to get to know their tutees well. This should be reflected in their tutor reports, which should contain specific details about a student's recent successes, achievements, and development. Where relevant, significant disciplinary issues should also be identified. Tutee comment. Tutors also facilitate the inclusion of the student's own reflection on their progress in the "Student's Comment" section. This is an opportunity for students to consider their progress and provides both parents and teachers with an insight into how the student themselves feels. Tutors use tutor time to complete this process.

Tutor report	Max. 500 characters without spaces
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The College Principals report on achievement, engagement, and behaviour around the College and wider community. The Principals will also proofread reports

JP report	Max. 500 characters without spaces
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### Sample Tutor Report

*I am glad that Cindy is trying hard in all her subjects, but after the holidays she will have to look after her books better. She lost her Maths book, which is quite expensive. She has started taking piano lessons and I hope she will play for us in assembly soon. She enjoys her swimming lessons in PE and if she wants more practice, she can always go to the Rec Centre on a Sunday. Her beautiful lino cut of three lilies is now displayed in the College Common Room. I hope that her trip to San Francisco will be enjoyable and I look forward to seeing her in November.*

- Briefly highlight academic highs and lows
- Mention extra-curricular, including sports
- Mention other achievements
- Show you know what they will do in the holidays
- Use short declaratives and plain English

### Feedback from previous reports cycles

- Stay in third person: "Jimmy needs to look after his materials better"
- Do not slip into addressing the student e.g. "Ask me for help during prep time"
- Do not use exclamation marks
- Avoid comma splices
- If you need to copy and paste, check very carefully there are no mistakes
- Check names very carefully, to avoid David/Daniel mistakes, as well as Antonio/Antonia
- Proofread for grammar mistakes with apostrophes: its / it's and possessives e.g. students'
- Do not use elisions such as "don't"

### Yearly Schedule

- Autumn 1 week 3: effort reports
- Autumn 1 week 5: full reports
- Autumn 2 week 1: effort reports
- Autumn 2 week 4: full reports
- Spring 1 week 2: effort reports

- Spring 1 week 4: effort reports
- Spring 2 week 3: full reports
- Summer 1 week: effort reports
- Summer 1 week 5: effort reports
- Summer 2 week 2: full reports (no grades and only one block of text per subject for year 11)

Please see the shape of the year document for precise dates and deadlines.

### Sample Y11 end-of-year reports

*It has been so pleasing to witness xx progress in Music this year. The Music GCSE course introduces so many new skills and so much multilingual vocabulary to the pupils, it can be hard to access at first. xx has had her share of challenges this year. She has, however, always remained in good humour, and her warmth of heart has been a much valued presence in the Music class. xx joined us as an experienced singer, and it has been lovely to hear her making the most of this both within and beyond the curriculum. Her vocal solos have been much appreciated at the College, and I have been most grateful for her contributions to our Choirs. I hope that she continues to enjoy her singing for years to come. I wish her all the best.*

*xx took a while to settle into English this year: in part, this was due to much of her attention being taken up by sixth form applications in the autumn term. Once these were out of the way, she began to focus much more on the subject and her performance increased steadily. Her writing became more fluent and she developed a better awareness of her weaknesses, such as tenses and agreement. Her critical reading skills became more confident and as her breadth of terminology and critical vocabulary developed, her ability to synthesise more complex ideas efficiently also increased. I was particularly pleased with xx engagement during the online summer term. With GCSE exams cancelled, we were able to study Shakespeare's *The Tempest* and Woolf's *Mrs Dalloway*. xx clearly enjoyed working with these texts and exploring key themes and ideas in both. By the end of term, she showed a very developed and sophisticated understanding of *The Tempest* in particular. I hope she will continue to enjoy literature in the future and know that the critical reading and analytical writing skills she developed over the year will be of use in all of her A levels next year.*

### Parent Consultation

The Year 11 February online parent consultation, on the last day of the half term, provides a good opportunity for parents, guardians, and students to discuss academic progress, exam preparation, and subject choice ideas for the following year, where appropriate. Year 9 and Year 10 have their online parent consultation on the last day of the end of Lent term, at the start of the Easter holidays.

## Related Documents

The following documents are to be read in conjunction with this policy and used in order to ensure all staff have a cohesive approach to their work at the College.

### Teachers' Generic job description

This can be found in the IC handbook on sharepoint.

### Subject-specific job description

This is the specific role for which staff are hired and which is included in any job advertisement. A copy can be obtained from the Admissions and Administration Manager.

### Lesson plan template

This is a suggested lesson plan, which staff may find useful in planning lessons. This template should be used for any observed lessons. The document can be found in the IC handbook on sharepoint.

### Marking code and work scrutiny form

IC teachers use a unified marking code that focuses specifically on EAL needs and which was developed by the Lead Teacher of English. An approach to marking for each subject / department is described in respective handbooks and is assessed using the criteria on the work scrutiny form. Both can be found in the IC handbook on sharepoint.

### Lesson observation forms

Teachers are observed annually by members of SMT. New staff are observed once a term in their first year. Teachers are also required to complete three observations of other staff as part of their own CPD. Both can be found in the IC handbook on sharepoint.

### Scheme of work template

(Lead) Teachers follow the SOW template when planning their courses. This is designed to provide an effective structure while allowing for the flexibility that is required especially when dealing with cohorts who are new each year and students who have only recently arrived in the country. The document can be found in the IC handbook on sharepoint.

### Subject / department handbook template

In collating subject / department information in their inspection folders, (Lead) Teachers use the handbook template to present key information and approaches to their subject, which are followed by all members of the department. The document can be found in the IC handbook on sharepoint.