

# Kings Curriculum and Assessment Policy

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## Context of Kings Colleges UK

### Kings students

Kings Colleges offer a wide-ranging curriculum to students of all ages from 14+. The significant majority of our student body is made up of international students, from all areas of the world and approximately 50 countries. These students can be divided into 2 main areas: those studying on pre-university programmes from GCSE onwards and those studying on English Language programmes. While this distinction works in most cases, there are occasions when students will study both kinds of course if it meets their intended outcome and 'next step'.

In all our schools there is also a minority of UK domestic students from the local area who see our context as a viable opportunity for them. In most cases mainstream education may not have been successful for them but they feel they will benefit from the smaller class sizes and international flavour of our schools, as this is distinct from their experience of education in the past. We often find these students are retaking GCSE or A level courses and have the same intention of progressing to university, but we can offer flexibility of curriculum and study hours in order to meet their individual needs. These students do not study on our English language programmes.

In all cases we adopt a student-centred approach to our curriculum. We will begin with a student's educational and personal goals and help to define and then provide the most effective and appropriate pathway for them. We acknowledge the formative learning experience that studying overseas represents to our students, particularly younger learners, and we endeavour to provide a curriculum which addresses their spiritual moral, social and cultural needs in both learning and teaching.

### Kings Courses

In order to ensure students learn what they need to in order to successfully fulfil their objectives; we divide the curriculum and courses into the same broad distinction as the students described above. Every course we offer at Kings is grouped as either 'Academic' or 'English Language', based on their educational origin. While there may be significant differences in structure, duration or outcome between the courses in each group, every course contains both academic and English language elements. All courses, however, share the same core values, teaching strategies, quality testing and commitment to student achievement.

The term '*Academic*' is used to refer to courses which are designed to enable students to progress through to UK tertiary education. This is most typically onto undergraduate study at UK universities, but there have recently been developments with global partners to support progression to international universities. These courses often prepare students for British National Qualifications such as GCSEs and A Levels. These courses may teach from syllabuses provided by exam boards such as AQA, Edexcel and Cambridge. Where appropriate we may use IGCSE versions of these qualifications. We also run Foundation courses, some externally accredited (UAL Foundation, CTH International Business Foundation) and one Internally accredited and assured by Pearson (Kings Advanced Level Foundation). Typically these courses are fixed, long-term and result in a formal qualification. The courses typically offer a content of core subject knowledge. As such, a certain language level must be assumed and there are strict and absolute entry requirements regarding language ability.

In contrast, those termed as 'English Language' courses are more flexible, usually (but not always) shorter-term and are taken by students to supplement their education or career in their native country. Generally, they are accessible to a wider level of language levels and abilities; the emphasis very clearly on language progress as well as knowledge over the duration of the course. We have found that grouping our courses in these terms helps define the course objectives and outcomes more clearly to our students and helps potential students distinguish between committing to longer term UK undergraduate study and or supporting their own career or formal education with a shorter-term educational course. These respective departments are described more fully below:

## **Academic**

In the Academic Department students study GCSE, GCE A Level, Foundation and Academic English programmes. An individual student's entry point and progression through the courses will depend on their age, previous schooling, language and academic levels.

### **GCSE**

At GCSE, the development of English, Mathematics, Science, ICT and Humanities is central to our curriculum as this forms the foundation for any future study. Students' experiences will also be enriched by a range of additional curriculum subjects that are non-examinable such as Art, PSHE and PE as well as extra-curricular activities such as Kings Enterprise, Trinity Arts, Drama or Music clubs. If a student is able to gain a qualification for any subject studied we will endeavour to support this. Regarding our approach to EBacc for international students, they follow maths, sciences and geography or history and the language they study is naturally English. For international students to study an additional language would not meet their current needs, as English development is vital to their future success. For Domestic students studying on GCSE we will develop a personalised curriculum in collaboration with the student and any stakeholders. This often involves retakes of Maths and/or English alongside other areas of the curriculum which are beneficial to future education. It is often the case that these students take GCSE retakes along side 1 or 2 A level subjects. We feel it is important to match the curriculum to the needs of these students.

### **Post 16 – A level and Foundation**

Our post-16 education encourages students to take a broad range of subjects and to continue to focus on their language needs in order to progress successfully and effectively in UK education at tertiary level. The colleges offer a range of A Level subjects well as Foundation programmes to support multiple pathways to undergraduate study. Each course has a language support and study skills element, which allows the school to respond to our students' language and study adaptation needs arising from a range of linguistic, cultural and educational backgrounds. Courses also equip students with the skills and understanding of British education values, study techniques and assessment methods, as this will be vital for current and any future study.

Our over arching intention is to give students all they need to exploit the opportunities a full British education can give them. UK undergraduate study is held in high esteem globally, and we hope to enable students to successfully follow their specific discipline into undergraduate study with all the academic knowledge they require, as well as the linguistic and cultural understanding necessary.

## English Language

In the English as a Foreign Language (EFL) Department, students can progress from a beginner level to an advanced level. An individual student's progression from one level to the next will depend on many factors, significantly their language level on entry, their linguistic, educational and cultural background and the length of their stay. Most students choose an intensive programme of 21 hours which will include the choice of a range of electives (Special Interest Groups) to focus on specialist areas within language learning. The alternative programme of 15 hours concentrates on general language skills.

In all departments, we aim to give all our students access to a broad, balanced and appropriate curriculum and to enable them to achieve high academic and personal standards. We strive to provide academic and personal challenge at all times and to contextualise learning. When relevant, academic learning is accompanied by appropriate life skills, such as teamwork and problem-solving, to add further value to the students' learning experience. We want all our students to succeed and to enjoy their learning, allowing them to fulfil their potential in their time with us. This is achieved by using the experience, knowledge and specialism of individual teachers who provide interesting, relevant, purposeful and differentiated lessons based on real-life experiences, in a structured and well-ordered learning environment.

## Aims of the Kings curriculum

- ✓ **To provide an appropriate and challenging curriculum to our international student body;**
- ✓ **To provide learning experience that is engaging, fun and stimulating to all students;**
- ✓ **To promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities**
- ✓ **To equip students with a range of skills and a desire for lifelong learning**
- ✓ **To prepare students for studies in the UK, or a career using English, where appropriate, and to help them adapt to a new culture and educational system**
- ✓ **To provide a structured programme which will allow students to achieve their academic and/or linguistic aims**
- ✓ **To give students a positive learning and cultural experience which will enhance their personal growth, and lead them to contribute the values of diligence, tolerance, generosity and ambition to their own societies**
- ✓ **To educate students regarding the nature of British values**
- ✓ **To address the spiritual, moral, social and cultural needs of our learners in both learning and teaching**

## Assessment Policy

### Assessment

We believe assessment is central to teaching and learning. We are in agreement with the Black and William (1998) definition of assessment as it 'refers to all those activities undertaken by teachers and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged'.<sup>1</sup>

In practical terms, this approach provides valuable feedback which allows teachers to adjust their practices and materials, enabling more efficient and effective teaching and improving the *validity* of future assessment. It also provides students with a measure of the success of their learning. This enables them to focus on their learning strategies and on learning the specific knowledge they need.

We recognise that at the point of entry we need to consider the range of cultural, educational, linguistic, socio-economic and political backgrounds which may impact on initial assessment, target setting and progress.

In order to monitor and measure learning, effective assessment is both *summative*, allowing reflection of what has been learned and to what degree, and *formative*, allowing prediction of what still needs to be learned and to what degree.

Therefore, within our schools, we undertake:

- **Assessment of learning** (summative assessment), which provides a summary of what has been learned in regard to both attainment and achievement at a specific point in time.
- **Assessment for learning** (formative assessment), which we regard as the most important kind of assessment and is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. (Assessment Reform Group, 2002)<sup>2</sup>

### **Evaluation of Progress**

We recognise the crucial role that effective assessment plays when measuring progress and, in turn, effective target setting. We ensure through Quarterly Review meetings that targets are set within each school relating to Achievement and Attendance as well as student satisfaction

All assessment must therefore be:

- **Contextualised**, by always comparing or measuring it with or against other relevant data.

### **Academic Student assessment and monitoring – CAT 4 predictions**

<https://www.gi-assessment.co.uk/assessments/cat4/>

Having various courses, levels and potential outcomes for all out students, Kings schools in the UK will have their own data for comparison of cohorts and individuals within the cohort. From the perspective of Governors, we want to have a clear way to assess the progress and achievement of students which relates to all courses and all levels, so need to have an assessment tool which we can use to monitor all academic students. Governors will use the predicted outcome data gathered at student induction from CAT 4 assessment testing. We will set a target for UK schools to achieve relating to the number of students who meet or surpass expected grades. This will be monitored through termly review meetings.

### **EFL Student assessment and monitoring – Benchmarking testing**

For our English language students, all our schools hold weekly informal testing at all levels. This enables a teacher to monitor progress and decide if a student is ready to move to the next level of challenge in another class. This is done informally with teachers and school management.

All schools in the UK also hold 6 weekly Benchmarking Testing using material developed in house. These tests give students a clear indication on their progress related to a 200-point Kings Scale. This enables them to accurately pinpoint their current attainment relating to all the main measures (IELTS/Cambridge suite/CEFR definitions)

The values and aims set out in this policy are a consideration at every level, from Board to students. Comprehensively bringing assessment for learning into our schools remains a key objective.

We provide regular and repeated assessment opportunities at every level and in a range of forms. These will include:

#### **At Curriculum Level:**

Formal (aural/oral/written/spoken/practical) examinations, regular academic reporting, mock exam week(s), revision days/review weeks and school academic targets, outlining curriculum content and aims.

#### **At Course Level:**

End-of-module or unit tests, weekly tests, presentations, mock exam papers selected revision support materials), predicted academic grades, test booklets, syllabus aims and outlines, academic tutorials.

#### **In Teaching Practices:**

Assessment using constructive verbal feedback, constructive written feedback. Standardised marking systems and marking criteria.

Assessment through student verbal presentations and visual displays. Assessment through peer evaluation and peer feedback tasks.

Assessment using strategies such as concept checking, review and recall Provision of clear lesson aims and summary.

#### **On an Autonomous level:**

Provision and review of clear learning objectives as an opportunity for student self-assessment and teacher assessment of students' learning

<sup>1</sup> Black, P.J. & Wiliam, D. (1998) *Inside the Black Box: Raising standards through classroom assessment*, King's College, London.

<sup>2</sup> Assessment Reform Group (2002) *Assessment for Learning; 10 Principles*, Assessment Reform Group

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

<https://www.gov.uk/guidance/equality-act-2010-guidance>

Key guidance on all aspect of the curriculum, including SMSC can be found here:

<https://www.gov.uk/government/publications/improving-the-sm-sc-development-of-pupils-in-independent-schools>

### Procedure

<b>Role of the Directors</b>	<p>The Directors have:</p> <ul style="list-style-type: none"> <li>delegated powers and responsibilities to the Principal to ensure all college personnel and visitors to the school are aware of and comply with this policy.</li> <li>nominated the Director of Operations and the Director of Admissions to visit the school regularly, to liaise with the Principal and to report back to the Directors.</li> </ul>
<b>Role of the Principal</b>	<p>The Principal will:</p> <ul style="list-style-type: none"> <li>ensure all personnel, students and parents/parents' representatives are aware of and comply with this policy.</li> <li>monitor the effectiveness of this policy.</li> <li>annually review the success and development of this policy with the Director of Studies</li> </ul>

### Role of the Director of Studies

The Director(s) of Academic and EFL programmes will:

- lead the Academic and EFL Departments, and work towards a high standard of learning and teaching.

- review the curriculum with the Subject Coordinators, Heads of Department or Subject Leaders, Assistant Directors of Studies (ADoS) and/or teachers.
- provide opportunities for training and teacher development.
- the appropriate course and/or level for his/her needs.
- annually review the success and development of this policy with the academic team

## Role of Teachers

Teachers will:

- comply with all aspects of this policy.
- undertake careful planning of all areas of the curriculum and react to and make the most of learning opportunities which will further develop students' experiences.
- be encouraged to develop the curriculum by taking into consideration and using the range of cultures that we have within the college.
- review, evaluate and update their scheme/record of work in liaison with their Co-ordinator, Head of Department/Senior Teacher/Subject Leader/ADoS to reflect the needs of their students and ensure completion of the curriculum in their subject area
- submit their scheme of work to the academic administration;
- use a range of teaching and learning styles to address the needs of all students;
- ensure regular and appropriate homework is given and independent study is encouraged
- report to Director of Studies and Subject Leader as appropriate;
- undertake training where relevant to enhance their teaching;
- make every effort to provide a challenging and stimulating class environment to their students, paying attention to the range of students within the classroom and endeavouring to individualise the learning experience for the students where possible
- attend relevant cross school and departmental meetings and CPD sessions

## Consultation

### Role of the Students

We wish to consult our students and to hear their views and opinions as we acknowledge and support [Article 12 of the United Nations Convention on the Rights of the Child](#) that children should be encouraged to form and to express their views.

Student consultation is integral to our process of regular self-evaluation and continuous improvement and will take place in a variety of ways.



The methods will include:

- A Student Forum/ Council (which will meet regularly and also be consulted by the Principal)
- An appointment system and means of contact with the Principal and key staff members
- Operating an 'open door' policy in school whenever possible
- Student Questionnaires (on a variety of matters relating to the school and/or and social issues)
- Open Class discussion (on a variety of matters relating to the school and/or and social issues)
- Suggestion Box (allowing anonymity if desired)

Every effort is made to provide a variety and range of consultation methods to all students. Every student who attends a course at Kings will be encouraged and given the opportunity to provide feedback on every aspect of school life during their stay with us.