



SINCE 604 AD

KING'S SCHOOL

ROCHESTER

CURRICULUM POLICY 2026-2027

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Person/Body reviewing:	CLR, SMT / Governors (Wayne Smith)
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1. Introduction, Vision & Educational Aims

The curriculum at King's School Rochester comprises all planned experiences designed to promote learning, personal growth and development.

The curriculum is both broad and balanced and our ambition is for every pupil to achieve academic outcomes that exceed external baseline expectations. We believe learning should be intellectually exhilarating and rigorous, driven by non-negotiable classroom standards and a reflective, data-informed, holistic approach to pupil progress.

Guided by a commitment to the Thinking Schools approach, which provides a structure for teaching metacognitive skills through a suite of tools and resources used by staff, King's empowers pupils to understand how they learn, while ensuring that all pupils are appropriately stretched. We believe academic success is most achievable when pupils feel happy, motivated and recognised as individuals. This vision shapes every element of our school life - from our curriculum design and extensive co-curricular opportunities to our pastoral care and school structure. It reflects our belief that education should go far beyond the accumulation of knowledge: it should equip pupils with the character, competencies (as identified by the World Economic Forum) and curiosity they need both to thrive in life and in work and shape the world for the wider good.

King's aims to balance an outstanding, forward-thinking academic framework with traditional values rooted in the School's rich heritage since its foundation in 604 AD.

1.1 Core Mission and Values

The curriculum delivery is explicitly underpinned by the **HEART** of King's:

- **Happiness:** Ensuring academic success is achieved within a positive, motivating environment where children are recognized as individuals and fully supported.
- **Endeavour:** Fostering personal excellence, cultivating self-confidence and sparking curiosity that leads to lifelong passions, while making the most of the breadth of opportunities available and actively contributing to meaningful causes.
- **All-Roundedness:** Through active participation in our diverse co-curricular programme pupils are enabled to discover their inner passions, build vital life skills and develop the character needed to navigate a fast-changing world.
- **Respect:** Pupils are encouraged to respect one another, our environment and our school's traditions and Christian values.
- **Teamwork:** Building resilient collaboration and social responsibility.

1.2 Whole-School Educational Structure

The school provides a seamless, coherent educational journey across all key stages from Nursery through to Sixth Form:

KSR	STATE	ABBREVIATION	KEY STAGE	AGE (years)
LITTLE KING'S				
Nursery	Nursery	N	EYFS	2 & 3
Pre-Reception	Pre-Reception	PR	EYFS	4
JUNIOR SCHOOL				
Reception	Reception	R	EYFS	5
Year 1	Year 1	Y1	1	6
Year 2	Year 2	Y2	1	7
Year 3	Year 3	Y3	2	8
Year 4	Year 4	Y4	2	9
Year 5	Year 5	Y5	2	10
Year 6	Year 6	Y6	2	11
Year 7	Year 7	Y7	3	12
Year 8	Year 8	Y8	3	13
SENIOR SCHOOL				
Removes	Year 9	Y9	3	14
L5	Year 10	Y10	4	15
U5	Year 11	Y11	4	16
L6	Year 12	Y12	5	17
U6	Year 13	Y13	5	18

- Little King's:** Our extended Nursery provision offers a setting for two- and three-year-olds, focussing on sensory play, socialisation and development of early communication skills. As children move into Pre-Reception, they benefit from a more structured learning approach that introduces the foundations of phonics, numeracy and curiosity-led enquiry with specialist teaching in French, Games, PE and Music.
- Junior School:** *Early Years (Nursery and Reception), Key Stage 1 (Years 1 and 2), Key Stage 2 (Years 3 - 6), and lower Key Stage 3 (Years 7 - 8).*

The Early Years Foundation stage adheres to the DfE Curriculum Guidance for the Foundation Stage and the curriculum and its programme of activities are appropriate to the educational needs of our pupils in relation to their personal, social, emotional and physical development and communication and language skills

The “Primary Plus” model characterises teaching in Years 1-5, where the Class Teacher or Form Tutor will deliver the majority of the teaching, save in French, Music, PE, Sport (and Swimming), and, in the older classes (Years 4 and 5) in Art, Computing and Design Technology, where specialist teachers are deployed. This approach combines the security of class-based learning with the excitement of specialist teaching.

In Year 6 there is a shift away from this model with wider use of subject specialists and in Year 7 pupils begin to enjoy the independence and responsibility of the Senior School whilst remaining part of the Junior community. They benefit from excellent facilities (using Art and Design Technology workshops and the STEM Hub) and teaching exclusively from subject experts who inspire deep thinking and stretch growing minds.

Pupils in Years 7 and 8 work towards the completion of the King’s Diploma, which integrates the innovative Futures programme and gives an emphasis to the Competencies, which underpin the curriculum. For three days in both the Michaelmas and Midsummer Terms the timetable is collapsed and, during these Enquiry Days, pupils in these cohorts will work in groups on real-world problems (including Global Health and Plastics Pollution) focussing on the UN’s Sustainable Development Goals. Pupils are encouraged to reflect on the development of these Competencies and their involvement in both cultural experiences and the School’s rich Co-Curriculum programme, maintaining a digital portfolio of their development in advance of their move to the Senior School.

Developing Six Core Competencies:

These essential competencies are derived from the top ten skills identified by the World Economic Forum Future of Jobs Report (2023) and are developed through the broad curriculum on offer at King’s:

- Analytical and Critical Thinking – Strengthening problem-solving and evaluation skills.
- Coordinating with Others – Enhancing teamwork and collaboration.
- Creative Thinking – Encouraging innovation and originality.
- Digital Literacy – Navigating and applying technology effectively.
- Resilience and Flexibility – Adapting to a fast-changing world.

The King’s Diploma ensures that pupils develop the skills, confidence and mindset to thrive in the next stage of their education and beyond.

The King’s Year 7&8 Diploma is a forward-thinking programme that builds confidence, independence, and ambition, preparing pupils not only for success at King’s but for the opportunities and challenges of the future. Ending with a graduation service at Rochester Cathedral – A Celebration of Achievement.

- **Senior School:** *Upper Key Stage 3 (Removes or Year 9), Key Stage 4 (Lower Fifth and Upper Fifth = Years 10 and 11), and Key Stage 5 (Lower Sixth and Upper Sixth = Years 12 and 13).*

In the Removes (Year 9) the curriculum continues to have a broad focus before GCSE options are selected. A carousel of Art, Drama and Music is offered, while children also follow a Futures programme themed around Sustainability and this is framed on the Higher Project Qualification (HPQ) programme, which is formally introduced as an option alongside the Combined Cadet Force (CCF) and Theatre Productions in the Upper Fifth.

At GCSE all pupils sit English Language and English Literature, Mathematics (Higher or Foundation) and Combined Science (Dual or Triple) containing separate papers on Biology, Chemistry and Physics. Alongside this “core”, pupils will study three options and follow a programme of Games, Learning-to-Learn and PSHEE, as well as weekly assemblies and a service held in the Cathedral. Options are blocked and these are governed by pupil choices.

Coursework is an integral part of some GCSE subjects, including English Literature, and this format provides pupils with the opportunity to undertake independent study.

Pupils would normally require at least five GCSE at Levels 9 - 4 to qualify for Sixth Form entry. In addition, pupils should normally have attained at least a Level 6 in the subjects that they wish to study at A-Level (ideally Level 7 in Sciences, Mathematics and Languages).

The following A-Level subjects are currently offered in the Sixth Form: Art, Biology, Chemistry, Classical Civilization, Computing, Design Technology, Economics A, English Literature, French, Geography, Government and Politics, History, Mathematics and Further Mathematics, Music, Physics, Psychology, Religious Studies, Spanish and Sociology.

In addition, BTEC Business Studies and Sport (Certificate and Diploma) are offered.

In the Lower Sixth pupils will normally select three A-Level subjects or the equivalent BTEC awards, supplemented by an Extended Project Qualification (EPQ) and a long-course (21 weeks) Elective or three short-course (seven weeks) Electives. They will continue with those subjects in the Upper Sixth to attain full A-Levels or a BTEC, alongside the Extended Project Qualification (EPQ).

2. Curriculum Architecture & Implementation

2.1 Academic Structure and Subject Allocation

The curriculum design balances the National Curriculum framework with bespoke King's programs, which provide pupils with experience in the following areas:

- Linguistic
- Mathematical
- Scientific
- Technological
- Human and Social
- Physical
- Aesthetic and Creative

Subject allocations dictate specific timetabled lesson quotas across the Junior and Senior phases with a focus on academic breadth.

SUBJECT/YEAR	Pre-Reception	Reception
Literacy	Daily	Daily
Phonics	Daily	Daily
Mathematics	Daily	Daily
Personal, Social and Emotional Development	Daily	Daily
Understanding the World	Daily	Daily
French	Twice a week	Twice a week
Physical Development (inc. Martial Arts and Yoga)	Three Times a Week	Twice a Week
Music	Twice a Week	Weekly

SUBJECT/YEAR	Year 1	Year 2	Year 3
English	Daily	Daily	Daily
Mathematics	Daily	Daily	Daily
Science	Daily	Daily	Daily
Art	Weekly	Weekly	Weekly
Computing	Weekly	Weekly	Weekly
French	Twice a week	Twice a week	Twice a week
Games/PE/Swimming	Weekly	Weekly	Weekly
Geography	Weekly	Half-Term blocks	Half-Term blocks
History	Weekly	Half-Term blocks	Half-Term blocks
Music	Weekly	Weekly	Weekly
PSHEE	Weekly	Weekly	Weekly
P.E.	Weekly	Weekly	Weekly

Religious Studies	Weekly	Weekly	Weekly
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SUBJECT/YEAR	4	5	6	7	8	Rem ove (Year 9)	L5	U5
English	10	9	9	7	6	5	7	7
Mathematics	10	9	8	7	6	5	6	6
Science	4	5	6	7	-	-	-	-
Art	3	2	2	2	2	5+	GCSE Option	
Biology	-	-	-	-	2	3	4	4
Chemistry	-	-	-	-	2	3	4	4
CCF/Theatre/HPQ	-	-	-	-	-	4	4	4
Computing	2	2	2	2	2	2	GCSE Option	
Design Tech	0	2	2	2	2	3	GCSE Option	
Drama	2	2	2	2	2	5+	GCSE Option	
French (inc. WoLLoW)	4	3	3	3	3	3	GCSE Option	
Games	5	6	6	8	8	8	8	8
Geography	3	3	3	2	3	2	GCSE Option	
History	3	3	3	2	3	2	GCSE Option	
Futures	-	-	-	2	2	2	0	0
Learning to Learn	1	1	1	1	1	1	1	1
Music	2	2	2	2	2	5+	GCSE Option	
PSHEE	2	2	2	2	2	2	2	2
P.E. (Academic PE from L5)	2	2	2	0	0	0	GCSE Option	
Physics	-	-	-	-	2	3	4	4
Religious Studies	3	3	3	2	3	2	GCSE Option	
Spanish	-	-	-	3	3	3	GCSE Option	
Assembly/DEAR	2	2	2	2	2	0	0	0
Cathedral Service	2	2	2	2	2	2	2	2
Total	60	60	60	60	60	60	60	60

Sixth Form allocations

Options (10 lessons in 3 subjects)	30
PSHEE	1
Games	8
EPQ	2
Electives (in L6)	4
Private Reading	9
Activities ¹	4

Service/Tutor time ²	2
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Total number of periods	60
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¹*Activities: CCF, Hands, Theatre Productions Society.*

²*There is also a weekly Assembly and Chapel on weekdays for the Senior School.*

Timings of the School Day: Lessons across the school start at 8.25 am, but scheduling is designed to recognise cognitive load and offer age-appropriate learning blocks. From Year 4 lessons are 60 minutes in duration (except for Games) with a six-period day, followed by optional after-school clubs.

2.2 Whole-School Cognitive Strategy

King's School commits to an explicit cognitive development framework across all academic departments:

- **Learning to Learn:** King's subscribes to the view that learning capability is not a fixed trait, but rather a skill that can be developed and improved over time. By understanding how we learn and applying effective learning strategies, we can enhance our ability to acquire and retain new information. In the "Digital Age", as the amount of information available to us increases, the ability to understand how our memory works has become more important than ever.

At King's we believe that every pupil has the capacity to develop and use insights into the mind to improve how they approach learning. The Learning to Learn programme is a comprehensive 8-year journey (Years 4 - Upper Fifth) that develops the child's metacognitive skills, study techniques, and personal effectiveness. Rather than just teaching subject content, this programme teaches children how to learn, giving them tools they'll use throughout their education and beyond.

- **Thinking Matters:** Integrating explicit critical and analytical thinking skills across all subject disciplines helps pupils understand how they learn and grow into reflective, meta-learners.
- **Pedagogical Alignment:** Ensuring consistent teaching methodologies are employed across both the Junior and Senior campuses, establishes unified, research-backed instructional standards.
- **Digital Learning:** At King's School Rochester, digital learning is integral to our curriculum, empowering pupils to be creative, collaborative, and critical thinkers. We

provide a dynamic and innovative learning environment designed to equip students with the skills and knowledge they need to thrive in a digitally connected world.

At the same time, we are clear that digital devices are one tool and excessive screen time can cause mental fatigue, as well as the degradation of literacy and basic motor skills. Moreover, a reliance on devices can shift pupils from deep, schema-building memory-retention toward passive, surface-level engagement. Public examinations for most pupils are still handwritten. Handwriting, therefore, remains a core part of the curriculum and pupils will continue to regularly use pens, books, practical resources, art materials and physical equipment.

In sum, digital tools complement teaching and at King's we leverage integrated educational technology to support, rather than replace, high-quality teaching.

3. Holistic & Cross-Curricular Themes

3.1 Personal, Social and Civic Development

- **Spiritual, Moral, Social and Cultural (SMSC) and Promoting British Values:** In 2015, the DfE reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs".

At King's Rochester, we actively promote the core aspects of British values through the Spiritual, Moral, Social and Cultural work that is integrated in the curriculum of every year-group. We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for pupils. As stated in our aims, King's Rochester aims to be "a community that enables individuals to flourish". This opportunity manifests itself by encouraging polite behaviour, good manners and respect for all.

As a school community, we value and celebrate this country's diverse heritage. Alongside this, we value being part of Britain. In general terms, this means that we celebrate traditions in the course of the year, for example, Harvest Festival and Remembrance Day during the Michaelmas Term, and observance of all major Church festivals throughout the year, with services held in Rochester Cathedral. Pupils are also made aware of important festivals and celebrations of other world faiths.

In addition, through the ethos of the school and the systems in place, democracy, the rule of law, individual liberty, mutual respect and tolerance are embedded within the daily life and curriculum of the school.

- **School Councils and Eco Councils:** These provide pupils across the school with a “voice” and a sense of agency, putting forward suggestions for new initiatives, such as the Junior School Eco-Garden.
- **PSHEE & RSE:** Pupils throughout the school follow a Personal, Social, Health and Economic Education programme that reflects the school’s educational aims and ethos, encouraging respect for people, while recognising the diversity of people at King’s and in the wider community, as set out in the 2010 Equality Act. Pupils study age-related topics, including financial literacy, and the programme closely follows statutory guidelines for Relationships and Sexual Education and Health Education.
- **Enquiry Days:** For three days in the Michaelmas and Midsummer Terms the timetable is collapsed for pupils in Years 7 and 8, and, during these Enquiry Days, pupils in these cohorts work in groups on real-world problems (including Global Health and Plastics Pollution) focussing on the UN’s Sustainable Development Goals.
- **Careers Guidance:** Structured careers guidance is provided in PSHEE and within subjects such as Futures, where, for example, there is a focus on jobs in the Green Economy. Through visiting speakers, Careers Lunches, Careers Fairs and Work Experience placements, pupils are exposed to a range of different career and further education options enabling them to make informed choices.
- **Electives:** Lower Sixth Electives help to prepare pupils for life beyond school, broaden their horizons and pursue personal interests. This evolving programme includes a range of subjects, such as British Sign Language, Chess, Photography, beginners’ Arabic, and Women in Art.
- **Extended Project Qualification (EPQ):** The Extended Project Qualification is now an established part of the landscape for pupils in the Sixth Form at King’s School. The EPQ allows pupils to pursue an independent study on a topic of their choice to complement their A-Level studies. It nurtures the skills of research and critical thinking valued by universities and success in this award is seen as a reliable indicator of a pupil’s capacity to secure the top grades at university. On this basis it is highly regarded by many leading universities, accruing valuable UCAS tariff points and often yielding reduced university offers. Candidates complete a written project or an artefact and a shortened write-up, alongside a reflective log and an oral presentation. Study Skills are taught at the start of the course and each candidate has a supervisor to guide and support them in the

completion of the award. Pupils have the opportunity to present their projects to parents in the first week of the Midsummer Term. The introduction of the Higher Project Qualification as part of the Upper Fifth enrichment programme offers a stepping stone to the EPQ.

- **3.2 Immersive Learning Environment**

- **Outdoor Learning:** Using nature and external spaces, such as the Alps, pupils have the opportunity to reinforce classroom-based concepts. This is sustained in the Duke of Edinburgh programme enrolling Senior School pupils in Bronze, Silver and Gold expeditions.
- **Trips and Visits:** Out-of-school educational activities, including residential trips to Chateau Warsy in Picardie (Year 6), Cobnor (Year 7) and the Peak District (Year 8), and regular visits which are directly mapped to curricular learning outcomes. International trips to Rome and Naples, the Ypres World War I Battlefields and the Maasi community in northern Tanzania offer global perspectives and support the school's charitable-giving.
- **Music and Spiritual Life:** Integrating musical expression and the school's historical Christian heritage into the holistic curriculum via weekly cathedral services, including Eucharists.
- The Friday afternoon **enrichment programme** remains an invaluable part of King's School's offer and our commitment to develop rounded individuals with the credentials to thrive in our fast-changing world. It ensures that every pupil can shape a personalised path that reflects their strengths, interests and ambition.

Central to this ambition is the **Combined Cadet Force (CCF)**, which offers pupils the opportunity to grow their skills in leadership, discipline, motivation, self-awareness and perseverance. The CCF programme, sponsored by the Ministry of Defence, comprises a wide range of activities, including adventure training, leadership training and single service subjects (Afloat, Flying, Field Craft and Shooting), all of which are delivered by specialist military and civilian instructors. Pupils in the Removes and Fifth Form have access to this rich programme and in the Sixth Form there is the scope to validate the leadership skills via a BTEC Level 2 award for Teamwork and Personal Development in the Community.

Alongside the CCF, there is a thriving **Theatre Productions Company**, which assists with the delivery of school productions and events. Theatre Production offers broad, practical training in all areas that contribute to making a theatre production, including lighting, sound, set painting, sourcing and making props and costumes, puppetry, hair, makeup and stage management. The programme provides a varied and exciting experience

for our pupils and has resulted in successful application to the country's leading Drama Schools, including this year RADA, for associated graduate courses.

- **The Co-Curriculum:** An extensive formal programme of activities outside the academic timetable is designed to discover individual talents and broaden pupils' interests. Alongside these clubs and societies, the school has thriving Art, Drama and Music departments with many opportunities for pupils to display artwork, be part of drama performances, such as the Year 3 "Play in a Week" and recent productions of "A Midsummer Night's Dream" and "Les Misérables" or attend a range of choirs and ensembles. Alongside these activities, the school offers LAMDA lessons so that pupils can develop their public speaking skills.

3.3 Literacy Strategy

A dedicated focus on reading as the foundation of academic attainment is delivered across the Junior School via:

- **Structured library time.**
- Targeted diagnostic tracking via **Star Reading / Accelerated Reader.**
- **DEAR (Drop Everything and Read)** timetabled reading blocks in the Junior School.

4. Inclusivity, Access & Differentiation

4.1 Equal Opportunities and Adaptive Teaching

All pupils have equal access to the curriculum. Teachers implement **Adaptive Teaching** strategies, ensuring that instruction is modified in real-time to challenge and support every individual pupil within the classroom environment. This approach best serves all pupils, not just those with a SEND profile. Indeed, the most able children benefit from an adapted approach to their learning with challenges appropriate to the individual's needs.

4.2 Targeted Pupil Support

- **Learning Support:** Provision is made for pupils with Special Educational Needs and Disabilities (SEND) and English as an Additional Language (EAL) via structured interventions overseen by the Learning Support Department.
- **More Able Pupils & Scholars (Academic, Art, Drama, Music and Sport):** Targeted "stretch" programs and academic enrichment, including the Zetounes Society lectures, are designed to maximize potential and sustain scholarship expectations.

5. Assessment, Feedback & Academic Standards

5.1 Standards of Work

- **Guidelines on the Presentation of Work:** Whole-school expectations regarding neatness, layout, and pupil pride in their books are promoted.
- **Handwriting Policy:** A unified approach to letter formation and legibility tracking across all year-groups within the Junior School.
- **Prep (Home-Work):** Meaningful out-of-class assignments are allocated to reinforce learning, distributed according to the school's phase-specific timetables.

5.2 Feedback

- Feedback to pupils must be timely, explicit, and outline clear steps for student progression. Written feedback supplements the teacher's spoken comments and, where appropriate, the information should relate to the learning objectives for the piece of work. It will help staff to gauge what pupils have attained and the information gained from this - and other approaches - will guide future learning, identifying "next steps". We believe that feedback has the capacity to motivate pupils and engage them in their learning, as well as helping staff to build up information for summative assessments for use in reports and references.
- **Feedback Codes:** Staff are encouraged to use standardized feedback codes in the Junior School to minimize teacher workload while maximizing diagnostic impact for pupils.

5.3 Assessment and Reporting

- **Assessment Schedules:** Regular formative and summative checkpoints are administered in accordance with the formal Assessment Schedules.
- **Pupil Performance Monitoring:** Continuous data tracking takes place against baseline potential measured via cognitive Ability Tests (CAT 4) to ensure early academic intervention. The use of SONAR and SISRA, as appropriate, support scrutiny of pupil progress measuring value-added performance by subject.
- **Examinations & Entrance Tests:** Rigorous internal and external examination protocols ensure robust, standardized assessment outcomes. The use of GL Progress Tests in English, Mathematics and Science, alongside public examinations in Key Stages 4 and 5, provide externally validated indicators of progress.

6. Pastoral Integration, Rewards & Sanctions

6.1 Academic-Pastoral Interdependence

Academic progress is recognized as heavily dependent on strong pastoral care. The curriculum is delivered alongside a proactive pastoral network designed to maintain pupil well-being. Class Teachers and Form Tutors underpin this system, while the house system frames the pastoral system in the Senior School. Pastoral Deputies and the School Chaplain and the School Counsellor offer an additional level of support.

6.2 Curricular Conduct

The school uses an aligned system of **Rewards and Sanctions** to incentivize high academic endeavour, respect in the classroom, and strict adherence to the work-ethic expectations.

7. Overall responsibility for the Curriculum

The Principal has overall responsibility for the curriculum, but on a day-to-day basis this is delegated to the newly appointed Deputy Heads Academic in the Junior and Senior Schools, along with the Interim Head of the Early Years Foundation Stage, who is responsible for oversight of Little King's.

The Deputy Heads Academic oversee curriculum planning and provide guidance to Heads of Department through INSET and Heads of Department and line management meetings. Delivery of the curriculum is monitored via the Subject Review process. Triangulation is provided by Work Scrutinies, Lesson Observations and "Pupil Voice" Interviews and Questionnaires. The Head of Department is involved in these elements, complementing their routine Departmental Monitoring, and offering a commentary on the work that is presented, undertaking joint observations and framing questions for the survey. They will provide a SWOT analysis of the department incorporating, where appropriate, externally validated data, and the Departmental Handbook and Schemes of Work will be scrutinised.

Going forward this Curriculum Policy will be reviewed annually by the Deputy Heads Academic.