



Policy Name:	CURRICULUM POLICY
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Approved by:	Headteacher
Policy Owner:	Helen Gilligan

General Principles of the Kingsthorpe College Curriculum

1. In the fulfilment of its aims, Kingsthorpe College seeks to provide for all students a curriculum which:

- Provides an experience of high quality teaching and learning.
- Is broad and balanced and includes English, Mathematics and Science, in accordance with Section 78 of the Education Act 2002.
- Meets both statutory and local needs.
- Provides the means for children to develop morally, spiritually, culturally, artistically and physically as well as intellectually.
- Provides increasing degrees of choice as students' progress through school.
- Supports students who are gifted and talented in performing and visual arts.
- Is accessible to all students, relevant and well-delivered.
- Meets the requirements regarding religious education.
- Prepares students for the opportunities, responsibilities and experiences of their future lives.
- Embraces new approaches and opportunities for curriculum development, particularly those based on recent research into long term memory.
- Is influenced by and, in turn, contributes to a culture of achievement for students of all abilities.
- Is outward-looking and seeks to broaden students' horizons.
- Embraces British values.
- Is understood and supported by staff, students and parents/carers.
- Provides opportunities for students to gain a wide range of recognised qualifications.
- Is complemented by an extensive programme of enrichment opportunities.

Curriculum Content

1.1 The curriculum is delivered through the following curriculum area structure:

- English
- Maths
- Science
- Humanities [Geography, History and Religious Studies]
- Modern Foreign Languages [French and German]
- Performing Arts [Dance, Drama and Music]



- Visual Arts [3D Design, Art, Textiles and Photography]
- IT [Information and Communications Technology, Computer Science and Creative iMedia]
- Physical Education [core PE, Level 2 and 3 PE, Health and Social Studies]
- Business [Enterprise and Marketing, Business, Economics]
- Social Sciences [Sociology, Psychology, Criminology]
- Personal, Social, Health Education and Careers (PSHEC)
- EPQ

1.2 The school follows a two-week timetable labelled Week A and Week B.

Sex and Relationships Education (SRE) is taught in accordance with the guidance published by the government in 2019 and updated in 2021. Careers education has been developed in line with the Gatsby Benchmarks and the careers development Framework for 2021.

The curriculum is divided into Key Stage 3 (years 7 – 9), Key stage 4 (year 10 and 11) and Key Stage 5 (years 12 and 13)

Elective Programme

2. As part of our enriched curriculum, Wednesday afternoons consist of student electives. Our elective programme has three pillars:

- Creative
- Cultural
- Physical

2.1 The electives on offer vary year on year according to teacher expertise and student preference. Each year, each student will take one elective from each of the pillars. Students select up to 5 electives from each of these three pillars and are allocated electives based on their order of preference and their past elective choices. Electives are taught in mixed year group and mixed ability groups. All students in Key Stage 3 and 4 take part in the elective cycles, students in Key Stage 5 opt-in if they do not have a taught lesson during this time. Details of the upcoming elective programme are shared with parents/carers and students during terms 5 and 6 each year to enable selection and planning to occur before the summer holiday.

Support for SEND Students

3. Support for SEND students is provided through the school's graduated approach; this tiered strategy enables students to access varied levels of support that reflects their individual level of need. Targeted CPD ensures that all students access 'Quality First Teaching' (QFT) in the classroom. Where required, in class and small group intervention takes place for planned periods of time. Should further intervention, support or 'catch up' be required, students may be invited to access specialist provision; this will enable students to work within a dedicated environment for timetabled periods and in small groups. The intensive nature of the specialist provision will be used as part of a multi-directional approach in line with 'plan, do, review' interventions.

Setting, Banding and Assessment

4. Students may not remain in the same sets throughout the school; regular review is undertaken by the



Heads of Subject and the Head of Year, particularly at the end of each academic year. These reviews take internal subject assessments, national online assessments and classroom teacher judgements into account.

4.1. Half-year group changes will only occur in exceptional circumstances during the school year and are reviewed annually by Heads of Subjects and Heads of Year. Should a review of a half-year group be required, parents/carers will be informed by email. Individual changes will be discussed on a case-by-case basis and parents/carers and students will be informed in advance of the change taking place.

4.2 Set reviews will take place following assessment fortnights throughout the year and at the end of an academic year ready for the start of a new academic year in September. Parents/carers and students will be informed by general email about set changes that take place at the end of year 7 term 2 and the end of each academic year. Set changes that occur during the academic year will be shared with the student by one of the Heads of Subject affected by the set change. An email or telephone call will also go to parents/carers to inform them of the change. Please be aware that setting is based on attainment and not progress. Students in all sets have the potential to make equally good progress. However, the attainment of students will be different due to strengths in different areas. This means that a student can be making good progress but might still move down a set since they are being outperformed by other students. All setting decisions are the school's decision and are final until the next review stage.

Key Stage 3

5. Students are set in their half-year groups for Maths and English in years 7, 8 and 9. Setting also takes place for science in year 9.

Year 7

6. Students joining Kingsthorpe College in year 7 are placed in mixed ability tutor groups and are loosely set when they arrive in September of year 7 based on:

- KS2 information
- Feedback from previous schools

6.2 Baseline assessment is carried out in September of Year 7 and includes:

- Assessment of reading ages
- Progress tests in English + English assessment
- Progress tests in Maths + Maths assessment
- Progress tests in science + science assessment

Benchmarking assessments are carried out in many other subjects during term 1.

6.3 At the start of term 2 students are re-set based on the benchmarking assessments completed in term 1. Sets are reviewed frequently following assessments and changes occur at regular intervals across the academic year. Students will be made aware of their term 2 sets through their Arbor calendar. Parents/carers will be made aware of these changes by email directing them to review their child's Arbor calendar.

Key Stage 4

7. Students in Year 10 and 11 are placed into half year groups according to whether they will sit triple or double science. Students are then set in these half-year groups for science, English and maths. All other



subjects are taught mixed ability.

Lesson Allocation and Curriculum Subjects

8.1 Key Stage 3

8.1.1 The proportion of lessons is as follows:

Subject	Periods per two weeks. Each period is 1 hour long.		
	Year 7	Year 8	Year 9
English	7	7	7
Maths	7	7	7
Science	7	7	7
Geography	4	3	4
History	3	4	4
RE	2	2	1
MFL	3	3	3
Visual Art	3	3	3
Dance	2	2	2
Drama	2	2	2
Music	1	1	1
IT	2	2	2
PE	3	3	3
PSHE	2	2	2
Electives	2	2	2

8.2 Key Stage 4

8.2.1 All students continue to study English, Maths, Science, RE, PSHEC and core PE. PSHEC and RSE is also delivered through form time activities and assemblies. Statistics GCSE is taught within the Maths curriculum.

8.2.2 In key stage 4, students in 'band t' study three separate sciences, whilst those in 'band d' student Double Award Science. All students must choose at least one from either History or Geography and are strongly encouraged to continue with the language they have studied in KS3.

8.2.3 Students have free choices from the following list. Students are asked to make 3 choices, including at least one from Geography or History

- Geography
- History
- French
- German
- Ethics
- Sociology
- 3D Design
- Art
- Photography



- Textiles
- Dance
- Drama
- Music
- Creative iMedia
- Enterprise and Marketing
- PE
- Health and Social care
- Sociology

8.2.4 These options are reviewed each year based on available staffing and student choices. If a course does not have substantial students picking it, it may not run. If a course is oversubscribed, the school will look at student reports and analyse their approach to learning. Students with higher approach to learning will be given priority in these cases.

8.3 Years 10 and 11

8.3.1 The proportion of lessons is as follows:

Subject	Period per two weeks. Each period is 1 hour long.	
	Band t	Band d
English	8	9
Maths	8	9
Biology, Chemistry and Physics Or Double science	12	9
PSHE	2	2
RE	1	1
Core PE	2	3
Electives	2	2
Option A	5	5
Option B	5	5
Option C	5	5

8.4 Key Stage 5

8.4.1 Students choose A Level and BTEC subjects that fit into 5 option blocks. Each subject is delivered in 8 - 9 periods/hours per fortnight dependent on the number of students in each cohort. In some circumstances, contact hours might be lower. Students also have specified study times for each subject on their timetable. All students in the sixth form have 2 hours of PSHEC per fortnight. Students, also, have access to the Extended Project Qualification (EPQ) and the Duke of Edinburgh Award Scheme (Gold Award).

The school's policy for entry to KS5 in September 2025 is that the majority of students will start their course studying 3 subjects. All courses will be treated as 2-year courses unless it is to the student's advantage to enter the AS exam. Option blocks are determined based on student applications to allow students an open choice based on their strengths and areas of interest. Subjects can be seen below but these are reviewed each year based on available staffing and student interests.

Students are placed into form groups where they are provided with a diverse curriculum to prepare them for



their next stages in life.

8.5. Year 12

8.5.1 The 2025-26 option blocks are as follows:

Block A	Block B	Block C	Block D	Block E
Art	Biology	English Language	Chemistry	Criminology
Computer Science	Business	Maths	Economics	Geography
Drama	History	Psychology	Ethics	Photography
Psychology			English Literature	Core Maths
Health and Social			Sociology	
Physics			PE	

8.6. Year 13

8.6.1 The 2025-26 option blocks are as follows:

Block A	Block B	Block C	Block D	Block E
Maths	Chemistry	Criminology	Fine Art	Biology
Sociology	Psychology	English Literature	Health and Social	Business
		Physics	History	English Language

Please note, this document sets out our planned curriculum for 2025-26 and may be subject to change.