



King's Academy  
**Easthampstead Park**

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## **King's Academy Easthampstead Park Curriculum Statement**

### **KGA Curriculum Statement**

King's Group Academies' mission is to equip all pupils with the confidence, knowledge, skills and values that will enable them to thrive in the modern world. Through our academic and personal development curricula, we will nurture and develop the whole child so that each unique individual grows constantly in confidence, and develops the knowledge, skills and self-esteem to achieve their true potential. All children will access a broad, challenging and engaging curriculum, encouraging learning through well established, research-based quality first teaching, enhanced by technology.

### **King's Academy Easthampstead Park**

**Our Mission:** "It takes a whole community to raise a child"

**Our Vision:** To provide an outstanding education for all students which fully prepares them for life beyond school.

We seek to develop students who have a strong sense of community, both locally and globally, who are confident, able to lead others and bring about positive change. We aim to develop learners who are happy, healthy and equipped in every way to deal with the challenges and opportunities they will face in the future. We have high academic aspirations for all of our students, but also believe that education is about far more than just achieving outstanding academic results in examinations.

Our planned curriculum aims to provide an outstanding education for all students. Our curriculum is carefully planned to cover the national curriculum framework, offering students an increasing level of challenge to 'deepen' learning with a belief that students can excel in all areas regardless of circumstance. As their studies continue into KS4 and 5, we seek to inspire our students to extend their knowledge and learning well beyond their time with us and contribute positively to their local community, building our "village's" capacity to thrive. The planned curriculum reflects the abilities and diversity of the community which we serve, promoting resilience and building character to deal with the changing world in which we live and embracing our local context.

## King's Academy Easthampstead Park curricular aims are to:

1. Provide all students with a broad and balanced curriculum throughout their learning journey at King's Academy Easthampstead Park including a clear emphasis on following the English Baccalaureate pathway where appropriate.
2. Adhere to, or go beyond, the National Curriculum in all subjects to ensure greater depth and breadth in learning.
3. Provide carefully planned sequences of learning which enable all students to build and learn new knowledge and skills building on their prior knowledge.
4. Provide students with engaging lessons taught by highly skilled teachers with opportunities for experiences to learn beyond the classroom.
5. Allow students to learn from their mistakes, using an array of feedback methods to clarify misconceptions and secure knowledge learnt over time.
6. Plan assessments to check how well the curriculum has been learnt, and provide formative feedback which drives students forwards in their learning.
7. Support the students to achieve the highest possible results in national tests.
8. Prepare students for the next phase of their education or employment and life in modern Britain, taking account of pupils' aspirations, the local, national and global job markets.
9. Develop students' character and look for opportunities to add to their cultural capital.
10. Ensure diversity is celebrated to ensure all students feel welcomed, supported and valued in the school community and the curriculum reflects their background and experiences.
11. Use a range of reading strategies to advance literacy skills and access texts at all levels.

King's Academy Easthampstead Park aims to ensure all students access a varied co-curriculum beyond lessons, and achieve this through providing a broad range of [essential experiences](#). There is a strong emphasis on ensuring our disadvantaged students are supported to gain full access to these opportunities. We know from experience it helps build resilience and increases engagement within the life of the school if a child will participate.

Threaded within our academic and pastoral curriculum, are strands of Social, Moral, Spiritual and Cultural education (SMSC) which cover themes including:

- Making and maintaining positive relationships
- Staying safe and healthy (including Sex and Relationships Education and cyber-safety)
- Respect of self and others- linked to character development
- Equality and inclusion – especially tolerance, respect and understanding of people from protected groups, including those with different faiths and beliefs
- British values eg: rights and responsibilities, democracy and the rule of law

King's Academy Easthampstead Park has reviewed its PSHE curriculum in light of the Government guidance on Relationships Sex Education (RSE) and Health Education. Our provision meets the statutory requirements and staff, governors and parents have been able to input their views into the review.

## Curriculum Development

The planned curriculum has been evolved by senior and middle leaders working together. Governors have also had the opportunity to comment during this period of reflection and review. Curriculum Leaders have developed their subject based curriculum and assessment frameworks, ensuring they fully support the whole school vision. We see the curriculum as dynamic and therefore, our work on the curriculum is ongoing. Leaders are constantly making adjustments based on feedback and review, taking into account the needs of different cohorts within the school. The school follows a “plan, do, review” approach.

## Curriculum Implementation

Our curriculum is implemented by a teaching staff with a high percentage of subject specialists across all curriculum disciplines. Inclusive Quality First Teaching and Assessment for Learning underpin our practice. To ensure consistency and equity, all staff teach [‘The KAEP Way’](#) employing agreed whole school

pedagogies. Staff plan collaboratively in subject teams on a regular basis, and also regularly share subject knowledge and subject specific pedagogy with colleagues beyond our school (for example through our affiliation with King's Academy.)

We use assessment formatively, to enable students to make further steps in their learning of the curriculum. We aim to ensure all assessment is manageable for teachers, and is meaningful and motivational for students. Formative assessment takes place multiple times in every lesson, when a teacher checks their students' understanding by looking at their work or asking them questions. Teachers actively use this data to readjust their teaching, to correct any misconceptions and to further develop the students' knowledge and understanding. [View our Assessment Statement here.](#)

We subscribe to a continuously improving model of staff development, and our system of Developmental Drop Ins (DDIs) and coaching are central to this. The school offers a comprehensive programme of continuous professional development which allows research-based practice to be brought into classrooms across the school in support of delivering the planned curriculum effectively. [View our 2023-2024 CPD programme here.](#)

## Schools of Learning

The school operates three schools within a school - Discovery (KS3), Destiny (KS4) and KAEP6 (KS5). Each school subscribes to the whole school's strategic vision but has a slightly different emphasis. Students were involved in choosing the names of Discovery and Destiny and this gives a clue to their sense of purpose.

### Discovery School

The title 'Discovery' reflects the emphasis we place on providing all students in KS3 with a broad and balanced curriculum. Through this broad and varied curriculum we provide all students with a wide range of opportunities to explore and develop their knowledge and understanding of the world.

### Destiny School

Destiny School covers the two years of study in preparation for GCSE. At KS4, all students study a core curriculum of GCSE English Language, English Literature, GCSE Maths, GCSE Combined Science and PE (non examination.) Students additionally select to study 4 options subjects.

Students and parents are carefully guided through the GCSE options process and we go to great lengths to ensure every student follows a curriculum which is right for them. No student is excluded from any subject choice. This flexibility is enhanced by the fact that the timetabling and scheduling of classes is demand-led, with timetabled blocks of subjects being created only in response to the choices which students make. This allows in excess of 95% of students to study their first choice combination of subjects.

Students for whom a GCSE language course is fully accessible are highly encouraged to study either German or Spanish. Students with a KS2 avg score of 100+ are especially guided towards this. The number of students choosing to study languages has steadily increased in recent years, with 48% of students studying Spanish or German in Year 11 in 2022-2023. The vast majority of students are guided to study a Humanities subject and most elect to study History and/or Geography.

### KAEP6

Many students choose to continue their studies in our sixth form. Our Sixth Form slogan is 'stay close to go far.' We offer our students a highly personalised sixth form experience, with students taught in small classes by subject specialists who really know and understand their learning needs. We aim to ensure all students in our Sixth Form study a range of ambitious courses, leading to them achieving excellent outcomes which will open doors for them in their lives beyond our school. Each year, many of our students successfully obtain places at top universities, with others securing places on prestigious apprenticeship schemes with top employers. Moreover, our curriculum ensures our students leave our Sixth Form with the life skills, leadership capacity and confidence to succeed and thrive, whatever the future throws at them. We love the fact that so many of our Sixth Form alumni stay in touch with us and allow us to share in their future successes.

Students in our Sixth Form study 3 A-Level courses or Level 3 Technical equivalents (BTECs) for two years. On top of three Level 3 qualifications, students can opt to study the Extended Project Qualification and/or Core Maths, each equivalent to an AS-Level.

From September 2024, we plan to introduce a one-year Level 2 pathway based around a Level 2 Diploma in Fashion Business and Retail, paired with resit GCSE English and Maths where needed. Our research shows that the Level 2 Diploma in Fashion Business and Retail will effectively meet the needs of our local labour market, and will support the career aspirations held by a good number of our students. We anticipate that on completing the one-year programme, students will either progress to Level 3 study in Fashion Business and Retail, or to related apprenticeships.

In addition to their subject lessons, all students in our Sixth Form participate in lessons in PSHE and enrichment. During enrichment lessons, students pick from a menu of opportunities, including undertaking additional qualifications in First Aid and E-Sports, as well as wellbeing opportunities such as sports and yoga. They also regularly receive careers advice and guidance, and undertake regular community service ('giving back'.)

## Curriculum allocation and rationale

### KS3: Discovery School

#### Year 7-9:

In Year 7-9, all students have a 30 min PREP period at the start of each day. For at least 3 days in 5, this is focused on guided reading, to build students' vocabularies through exposure to quality literature. On the remaining days, the period is focused on development of character, PSHE and the embodying of British Values.

In Year 7 and 8, all students follow a common curriculum:

Subject	70 min periods per fortnight - Year 7 and 8
English	5
Maths	5
Science	5
Humanities (Geography, History, RS)*	8
Art	3
DT	3
Performing Arts (Dance, Drama, Music)	3
PE	3
MFL (Spanish or German)	3
Computing	1
Personal Development (PSHE)	1

\*In Year 7, students study a thematic integrated Humanities curriculum. In Year 8, students have 3x lessons of History, 3x lessons of Geography and 2x lessons of Religious Studies per fortnight.

#### KS3 Project Group:

A bespoke pathway for students joining the school with low prior attainment in Reading and Maths. Rather than studying the main MFL curriculum, students study an 'introduction to Spanish' (1x 70 min lesson per fortnight), and 2x 70 min lessons focusing on core literacy and numeracy skills. A key aim of Project is to ensure students make at least expected progress and more wherever possible, so the students can access

mainstream KS4 pathways. We regularly review the progress of students on this pathway and some will leave the project group and return to MFL at the end of each year.

### Year 9:

The Year 9 curriculum has been designed to be broad and balanced, whilst also allowing students to sample aspects of new subjects they could choose to study at KS4. For example, as part of the Year 9 Art curriculum, students will have the opportunity to sample elements of Photography, and as part of the IT curriculum, students will have the opportunity to sample aspects of Business Studies.

Year 9 curriculum:

Subject	70 min periods per fortnight - Year 9
English (includes introduction to Media Studies)	6
Maths	6
Science	6
History	3
Geography	3
RS	1
MFL	3
Art (includes introduction to Photography)	2
DT Food	1
DT Resistant Materials/Computer Science/Child Development*	2
Performing Arts (Dance, Drama, Music)	2
PE	2
Computing (includes introduction to Business Studies)	2
Personal Development (PSHE)	1

\*A class of students who are interested in studying GCSE Computer Science in Year 10 will study an introduction to Computer Science in Year 9. Likewise, a class of students who are considering studying GCSE Child Development in Year 10 will study an introduction of Child Development in Year 9. All other students (4 classes) will study Design Technology: Resistant Materials.

### KS4: Destiny School

#### Year 10-11

Students choose 4 GCSE options.

Core curriculum	Options
GCSE English Language	GCSE History
GCSE English Literature	GCSE Geography
GCSE Maths	GCSE Spanish
GCSE Combined Science	GCSE German

PE (Non-examination)	GCSE French
A small number of students also are offered Functional Skills in Maths and English	GCSE Fine Art
	GCSE Photography
	GCSE Computer Science
	GCSE Media Studies
	GCSE 3D Design
	OCR Child Development
	BTEC Hospitality and Catering
	OCR Cambridge Nationals Creative iMedia
	BTEC Enterprise
	NCFE Health & Fitness
	BTEC Public services
	BTEC Music or Performing Arts

On 7 days each fortnight, Year 11 students have an extended school day and attend an additional 'Period 5 lesson', finishing at 4.10. This Period 5 lesson is compulsory for all students to attend. This increases the number of lessons per fortnight for Year 11 from 40 to 47, gaining approximately 115 learning hours across the year.

All students in Year 10 and Year 11 additionally have a 30 min PREP session each day. In Year 10, 4 of these sessions per week are spent on guided reading, developing students' vocabulary by exposing them to high quality literature read fluently by a teacher. In Year 11, students have 2x PREP periods of Science and 2x PREP periods of Maths. In the fifth PREP period each week, students in Year 10 and Year 11 have an assembly.

Year 10 and 11 curriculum:

<b>Subject</b>	<b>70 mins lessons per fortnight - Year 10</b>	<b>70 mins lessons per fortnight - Year 11</b>
English	7	8
Maths	7	8 (plus 4x 30 min PREP sessions per fortnight)
Science	7	8 (plus 4x 30 min PREP sessions per fortnight)
Subject 1	4	5
Subject 2	4	5
Subject 3	4	5
Subject 4	4	5
PE	2	2

Personal Development (PSHE and RS)	1	1
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### KS5 - KAEP6

Students study three or in some cases four Level 3 courses selected from the list below. The Sixth Form curriculum is shaped in response to student demand; we run an open options process and put together option blocks to accommodate the students' choices. More than 95% of students each year get their first choice subjects. Students are guided in their subject selection to ensure they are on courses which will enable them to succeed and which will support their career aspirations. For example, as part of the Sixth Form application process, all students will have an interview with a Senior Leader to review the subjects they are applying to study. This is reviewed again when the students receive their GCSE results. Depending on demand, not all Level 3 courses will run every year.

GCE Fine Art	GCE Biology	GCE English Literature	GCE Film Studies
GCE Graphic Design	GCE Chemistry	GCE Mathematics	GCE German
GCE Photography	BTEC L3 Business Studies	GCE Further Mathematics	GCE Spanish
GCE English Language	WJEC L3 Applied Certificate in Criminology	GCE Media Studies	GCE History
GCE Geography	BTEC L3 Performing Arts	BTEC L3 Music	GCE Physics
GCE Sociology	GCE Psychology	BTEC L3 Sport	BTEC L3 IT
Core Maths (Year 12 only)	EPQ (Year 13 only)		

Curriculum time allocation by subject in KAEP6:

<b>KAEP6 - Level 3</b>	
<b>Subject</b>	<b>No. of 70 min lessons per fortnight</b>
A-Level Option A	8
A-Level Option B	8
A-Level Option C	8
A-Level Option D (selected students only)	8
EPQ (Y13)	2
Enrichment	2
Personal Development (PHSE)	1