



King's Academy  
**Easthampstead Park**

## Curriculum Statement

Updated Autumn 2025

King's Academy Easthampstead Park is a proud member of the King's Group Academies (KGA) family. As part of this trust, we are united by a shared vision: to provide every student with the opportunity to succeed and the foundation to thrive—academically, personally, and socially—on a global stage.

At the heart of our community are the values of Honesty, Faith, and Courage. These values guide our actions and relationships, fostering a respectful, inclusive, and aspirational culture where every student is known, supported, and challenged to become their best self.

We aim to nurture students who are:

**Honest** – acting with integrity, truthfulness, and a strong moral compass in all they do.

**Faithful** – showing belief in themselves and others, upholding trust, and demonstrating commitment to their goals and community.

**Courageous** – embracing challenges with resilience, standing up for what is right, and having the confidence to take bold steps toward their future.

These values equip our students to thrive in a rapidly changing world—opening doors to further education, employment, and lifelong learning. Our ultimate goal is to realise our vision of **Opportunity and Success on a Global Stage**.

We believe that education flourishes through a strong partnership between students, families, and the school. When underpinned by trust, clear communication, and high expectations, this three-way partnership creates the conditions in which every young person can grow in confidence, overcome challenges, and realise their potential.

At King's Academy Easthampstead Park, we don't simply prepare students for exams—we prepare them for life. We are relentless in our belief in every child and in our commitment to helping each one become the best version of themselves.

## 2. Curriculum Design

### Curriculum Intent

Our curriculum is designed as a **seven-year journey**—from Year 7 through to Year 13—that enables all

students to flourish, regardless of background or starting point. It is **broad and balanced, ambitious and rigorous**, and deliberately crafted to offer **inclusive and equitable** access to **powerful knowledge** and the highest standards of **academic scholarship**.

We follow a **planned backwards** approach to curriculum design, beginning with clear end goals and planning with precision to ensure all students make meaningful progress towards and beyond age-related expectations.

As part of a knowledge-rich curriculum, we place strong emphasis on **cultural capital**, enabling students to engage meaningfully with the world around them. Our curriculum gives access to **the best that has been thought, said, and created** - helping all students, especially the most disadvantaged, to widen their horizons and aspirations.

To ensure long-term learning, we utilise the principles of **interleaving, retrieval practice, and regular assessment**. This allows students to consolidate prior learning, make connections across subjects, and develop mastery over time.

We are committed to developing **disciplinary literacy** across all subjects—ensuring students can think, speak, and write like historians, scientists, artists, and mathematicians. High-quality talk, vocabulary development, and subject-specific writing are embedded within our curriculum and classroom practice.

## Curriculum Aims

At King's Academy Easthampstead Park, we aim to:

- Deliver a **broad and balanced curriculum** from Year 7–13, with the **English Baccalaureate pathway** pursued where appropriate
- Go beyond the National Curriculum, offering **depth, breadth, and enrichment** to challenge all learners
- Provide **ambitious and rigorous sequences of learning** that build on prior knowledge and are planned with long-term progression in mind
- Embed opportunities for **powerful knowledge**, enabling students to critically understand and shape the world around them
- Ensure lessons are taught by **expert teachers** who inspire scholarship and provide opportunities to learn beyond the classroom
- Equip students to **learn from mistakes and misconceptions** through a range of feedback strategies that support sustained progress
- **Use assessment meaningfully** to evaluate how well the curriculum is being learned, and to guide future learning
- Support every student to achieve **strong outcomes in national assessments** and **secure their next steps in education or employment**
- Foster **strong character and resilience** through our co-curriculum and wider curriculum experiences
- **Reflect and celebrate the diversity of our community**, ensuring all students feel seen, supported, and valued
- **Promote high standards of literacy** through a consistent focus on disciplinary literacy and structured reading strategies.

## Personal Development

Threaded through both our academic and pastoral offer is a strong focus on **Social, Moral, Spiritual and Cultural (SMSC)** development, including:

- Building and maintaining positive relationships
- Staying safe and healthy (including Sex and Relationships Education and digital safety)
- Developing self-awareness, resilience and mutual respect
- Promoting equality, inclusion and respect for those from protected groups and all faiths and beliefs
- Upholding British values such as democracy, rule of law, and individual liberty

Our PSHE and RSE programmes meet all statutory expectations and are designed in line with PSHE Association best practice, ensuring that all students are well prepared for life in modern Britain and as active global citizens.

## Co-Curricular and Enrichment

Our curriculum extends beyond the classroom through a rich and purposeful **co-curricular** offer. Students are encouraged to take part in a wide range of clubs, leadership opportunities, visits and experiences that deepen learning, enhance confidence, and build cultural capital.

We place particular emphasis on removing barriers for **disadvantaged students**, ensuring they are fully supported to engage in the wider life of the school. We know that involvement in co-curricular activities builds **resilience**, strengthens social and emotional skills, and enhances overall engagement with school.

## Curriculum Development

The planned curriculum has been developed collaboratively by senior and middle leaders, with input from trust leaders and governors. Curriculum Leaders have taken ownership of their subject areas, designing curriculum and assessment frameworks that align closely with the school's overarching vision.

We view the curriculum as a dynamic, evolving entity. As such, curriculum development is an ongoing process, with leaders continuously refining and adjusting plans in response to feedback, evaluation, and the specific needs of different student cohorts. This work is guided by a consistent “**plan, do, review**” cycle, ensuring our curriculum remains responsive, coherent, and ambitious for all learners.

## 3. Curriculum Implementation

At King's Academy Easthampstead Park, the curriculum is implemented by a highly skilled teaching team, with a strong proportion of subject specialists across all areas. Our teaching is **underpinned by Quality First Teaching and Assessment for Learning**, ensuring that all students, regardless of background or need, access a curriculum that is both challenging and inclusive.

We deliver lessons using 'The KAEP Way', a consistent approach to teaching based on the **KGA Principles of Teaching** and shaped by our **12 Core Pedagogies**. These pedagogies are rooted in educational research and promote high expectations, engagement, and challenge in every classroom. Our practice reflects a commitment to ‘**scaffolding up**’, **not differentiating down**’, ensuring equity in access to powerful knowledge for all students.

Teachers plan and reflect collaboratively in subject teams, regularly engaging in **subject-specific CPD** that deepens both content knowledge and subject-specific pedagogies. This is further supported by **collaboration through professional networks** within King's Group Academies and beyond, which enable regular sharing of expertise and professional dialogue beyond our own school.

**Adaptive teaching** is embedded into our classroom routines, allowing teachers to respond to learners' needs in real time. Teachers use **formative assessment**—through questioning, observation, and work scrutiny - multiple times in each lesson to check for understanding and adapt their teaching accordingly. This ensures that misconceptions are addressed immediately and students can continue to make meaningful progress.

A key element of our implementation strategy is '**letting students in on the secret**' - ensuring that learners understand not just what they are learning, but why it matters and how it connects to the broader curriculum journey. This transparency fosters motivation, self-regulation, and metacognition.

## Developing teaching:

Staff professional development is a cornerstone of our approach to delivering a high-quality curriculum. Our CPD programme is designed to be both **collective and personalised**:

- Some sessions address whole-school development priorities, ensuring consistent improvement in key areas such as reading, assessment, or behaviour.
- Other CPD opportunities are tailored to individual or departmental needs, allowing teachers to focus on specific aspects of their practice.

We prioritise collaborative planning time within subject teams, where staff engage in curriculum design, resource development, and shared approaches to teaching complex concepts. This often includes **microscripting** of key instructional moments—carefully planning the language, explanations, and models teachers will use to introduce particularly challenging content.

There is also a **deliberate emphasis on vocabulary instruction**, with staff supported to embed tiered vocabulary and subject-specific terminology into every lesson, helping students access and retain powerful knowledge more effectively.

**Regular Developmental Drop-Ins (DDIs) and instructional coaching** support reflective practice, while evidence-informed tools like Walkthrus (Tom Sherrington) are used to promote consistent, high-impact teaching strategies across the school.

## Curriculum Inclusion: Support for Disadvantaged and SEND Students

At King's Academy Easthampstead Park, we are committed to ensuring **equity of access** to our ambitious curriculum for all learners, including **disadvantaged pupils and those with SEND**. Our approach is built around a structured **three-wave model of support**, ensuring that all students are supported to **know more, do more, and remember more**.

### Wave 1: Universal Offer – High-Quality Teaching for All

All pupils access our **coherent, 7-year curriculum**, which is *planned backwards* to secure long-term progression in knowledge, disciplinary literacy, and vocabulary. High expectations are maintained through:

- **Inclusive Quality First Teaching**, underpinned by our 12 KAEP pedagogies
- Clear focus on **powerful knowledge** and subject-specific vocabulary
- Frequent **Assessment for Learning** and responsive teaching
- Daily **guided reading** during PREP (Years 7–10), supported by the **KAEP Canon**
- Use of **Bedrock Vocabulary** and targeted reading age data

- Access to a **well-stocked library**, literacy-rich co-curricular programme and parental engagement resources
- Whole-school training on **teaching reading**, based on DfE best practice

## Wave 2: Targeted Offer – Support Within the Classroom

Where further support is needed, teachers provide **targeted in-class intervention**, ensuring no lowering of ambition:

- Prioritisation of **PP and SEND students** in planning, questioning, marking, and seating
- **Scaffolding up, not differentiating down**
- **Student profiles** accessed via ClassCharts to inform adaptive planning
- LSA support deployed strategically
- Adjustments such as coloured overlays, reading pens, or access to digital resources
- **Targeted Homework Club** for structured support beyond lessons

## Wave 3: Specialist Offer – Personalised Intervention

For pupils requiring specialist input, we provide tailored academic and pastoral support:

- **Project Group**: A KS3 literacy and numeracy pathway led by a **KS2 specialist**
- Adapted English curriculum in Y7 for the lowest prior attainers
- **Phonics intervention (Fresh Start)** for students with low reading ages
- Use of **Reading Solutions**, **Precision Teaching**, and **peer reading mentors**
- Access arrangements (e.g. reader, scribe, extra time) embedded from classroom through to exam hall
- All interventions tracked and reviewed via **EduKey**

Our aim is to ensure **the curriculum experienced by all learners matches our intent, enabling all students—regardless of background—to make strong progress and develop as confident, curious, and capable scholars.**

# 4. KS3 Curriculum Overview

At King's Academy Easthampstead Park, we place a strong emphasis on ensuring all students in Key Stage 3 experience a **broad and balanced curriculum**. Through this carefully planned and varied offer, students are exposed to a wide range of subjects and experiences, supporting them to deepen their knowledge and develop a well-rounded understanding of the world.

## Daily PREP Time – Reading and Personal Development

In Years 7–9, all students begin each day with a 30-minute PREP period. On at least three days each week, this time is dedicated to guided reading, following our approach to Teaching Reading the KAEP Way. Using quality literature selected from the **KAEP Reading Canon**, these sessions aim to strengthen students' comprehension skills and broaden their vocabulary through structured exposure to high-quality texts.

On the remaining days, PREP time is focused on personal development, including the delivery of our PSHE curriculum, the explicit teaching of British Values, and the development of students' character and emotional literacy. These sessions play a vital role in shaping students into respectful, responsible and resilient young people.

## Years 7 & 8: A Common Curriculum for All

In Years 7 and 8, students follow a common curriculum designed to build strong foundations across all subject disciplines. Lessons are taught in 70-minute periods, with the fortnightly allocation as follows:

Subject	Periods per Fortnight (Y7 & Y8)
English	5
Maths	5
Science	5
History	3
Geography	3
RS	3
Art	3
Design Technology	3
Performing Arts (Dance, Drama, Music)	3
PE	3
MFL (Spanish or German)	3
Computing	1
Personal Development (PSHE)	1

We run a bespoke curriculum pathway for a small number of students in KS3 who join us with low prior attainment in Reading and Maths. Instead of following the full MFL curriculum, these students take:

- Introduction to Spanish – 1x 70-minute lesson per fortnight
- Core Literacy and Numeracy – 2x 70-minute lessons per fortnight

This intervention group, known as The Project Group, aims to ensure that students make at least expected progress - and ideally more - so they are well-prepared to access mainstream Key Stage 4 pathways. Student progress is regularly reviewed, and where appropriate, students may transition back into the full MFL curriculum at the end of each academic year.

## Year 9: Breadth, Depth and Readiness for KS4

In Year 9, the curriculum remains broad and balanced, while also allowing students to explore new subject areas and **make more informed choices about their future Key Stage 4 options**.

Where appropriate, curriculum time is used to introduce students to GCSE-relevant content, giving them early insight into subjects they may wish to pursue in more depth from Year 10. For example:

- In Art, students explore elements of Photography
- In Computing, students experience aspects of Business Studies
- Students with an interest in Computer Science or Child Development receive introductory lessons tailored to those subjects

Subject	Periods per Fortnight (Year 9)
English (includes introduction to Media Studies)	6
Maths	6
Science	6
History	3
Geography	3
Religious Studies	1
MFL	3

Art (includes introduction to Photography)	2
Design Technology – Food	1
DT (Resistant Materials / Computer Science / Child Dev.)*	2
Performing Arts (Dance, Drama, Music)	2
Computing (includes introduction to Business Studies)	2
Personal Development (PSHE)	1

*A class of students interested in studying GCSE Computer Science in Year 10 are offered an introductory course in Year 9. Similarly, students considering GCSE Child Development access a bespoke introductory programme. All other students follow Design Technology: Resistant Materials.*

## 5. Key Stage 4 Curriculum Overview

Key Stage 4 spans two years of study (Years 10 and 11), during which students follow a curriculum designed to prepare them for success in their GCSE qualifications and beyond.

All students study a core curriculum consisting of:

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Combined Science (Trilogy)
- Physical Education (non-examined)

In addition to the core, students select four optional subjects from a broad and inclusive range of GCSEs and vocational qualifications. Every effort is made to ensure students are able to study the subjects they are most passionate about, and no student is excluded from any option choice.

### A Flexible, Student-Centred Options Process

We provide comprehensive guidance to students and parents throughout the GCSE options process. Our aim is to ensure every student follows a curriculum that is ambitious, appropriate and personalised to their interests, aspirations and needs.

Our demand-led timetable allows for flexibility: option blocks are created *after* students have made their choices, not before. This ensures that over 95% of students are able to access their preferred subject combinations.



We encourage students who are capable of accessing a full GCSE in a modern foreign language to choose either German or Spanish, with particular guidance given to those with a Key Stage 2 average score of 100 or above. As a result of this inclusive yet aspirational approach, uptake in languages has steadily increased.

The vast majority of students also study a Humanities subject, with many choosing both History and Geography.

## **KS4 Subject Offer**

### **Core Curriculum:**

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Combined Science
- PE (Non-examined)
- Personal Development (including RS and PSHE)

### **GCSE and Vocational Option Subjects:**

- GCSE History
- GCSE Geography
- GCSE Spanish
- GCSE German
- GCSE Fine Art
- GCSE Photography
- GCSE 3D Design
- GCSE Computer Science
- GCSE Media Studies
- OCR Cambridge Nationals: Child Development
- BTEC Hospitality and Catering
- OCR Cambridge Nationals: Creative iMedia
- BTEC Enterprise
- BTEC Public Services
- NCFE Health & Fitness
- BTEC Music or Performing Arts

### **Specialist Pathways:**

A small number of students may also be offered additional support through Functional Skills in English and Maths, to ensure they are well prepared for post-16 progression.

## **PREP Sessions – Targeted Morning Support**

All Key Stage 4 students begin each school day with a 30-minute PREP session, designed to provide focused academic support while promoting personal development in line with our commitment to equity and high expectations for every learner.

In Year 10, four PREP sessions per week concentrate on Science, providing targeted consolidation and pre-teaching to deepen students' understanding of powerful disciplinary knowledge. This approach supports disciplinary literacy by helping students master the language, concepts, and skills specific to the sciences, ensuring all students—regardless of prior attainment—can access and excel in this core subject.

In Year 11, PREP sessions shift focus to Maths and English, with students attending two sessions weekly for each subject. These sessions are carefully designed to address individual learning needs, reinforce key

concepts, and develop exam skills, maintaining our culture of high expectations and ensuring that all students have equitable opportunities to succeed in their GCSEs.

Additionally, one PREP session each week is dedicated to a whole year-group assembly, which fosters character development, motivation, and a strong sense of community.

### Extended Learning Time: Period 5 for Year 11

To maximise curriculum time in the final year of study, Year 11 students have an extended school day on seven days per fortnight, attending a compulsory Period 5 lesson that runs until 4:10 pm. This increases their lesson allocation from 40 to 47 periods per fortnight, providing approximately 115 additional learning hours across the academic year. **Because attendance is compulsory, all students benefit equally from this additional learning time, ensuring that every student has access to the same curriculum opportunities and support.**

### KS4 Curriculum Model

Subject	Year 10 (70-min lessons/fortnight)	Year 11 (70-min lessons/fortnight)
English	7	8 + 4x 30-min PREP sessions
Maths	7	8 + 4x 30-min PREP sessions
Science	7 + 4x 30-min PREP sessions	8
Option Subject 1	4	5
Option Subject 2	4	5
Option Subject 3	4	5
Option Subject 4	4	5
PE (non-examined)	2	2
Personal Development (PSHE & RS)	1	1

## 6. Key Stage 5 Curriculum Overview

Many students choose to continue their education at King's Academy Easthampstead Park Sixth Form (KAEP6), where our motto—"Stay Close to Go Far"—reflects our commitment to providing a highly personalised and supportive learning environment. In small classes led by subject specialists who truly understand their students' needs, we ensure every learner receives tailored guidance to help them thrive academically and personally.

Our Sixth Form curriculum is ambitious and designed to challenge students to achieve excellent outcomes that open doors to their future—whether that's at top universities, prestigious apprenticeships, or directly into the workforce. Each year, a significant number of our students progress to leading universities, while many others secure competitive apprenticeship opportunities with renowned employers. Beyond academic success, we focus on equipping students with vital life skills, leadership qualities, and the confidence to navigate whatever challenges lie ahead. We take great pride in the enduring relationships we maintain with our alumni, who often share their ongoing achievements with us.

Students typically study three A-Level subjects or Level 3 Technical qualifications (such as BTECs) over two years. Alongside their main courses, students can also choose to pursue the Extended Project Qualification (EPQ) and/or Core Maths, both of which are equivalent to an AS-Level and offer valuable enrichment.

We offer a one-year Level 2 pathway focused on the Level 2 Diploma in Fashion Business and Retail, alongside resits for GCSE English and Maths where needed. This pathway is carefully aligned with local labour market demands and supports the career ambitions of many of our students. Upon successful completion, students can progress to Level 3 study in Fashion Business and Retail or move into related apprenticeships.

Beyond subject lessons, all Sixth Form students engage in PSHE and enrichment activities. Our enrichment programme offers a diverse menu of opportunities—from additional qualifications to wellbeing activities such as sports and yoga. Regular careers advice, guidance sessions, and community service projects ('giving back') further enrich students' Sixth Form experience, fostering a well-rounded education that prepares them for life beyond school.

### Level 3 Course Options Include:

- GCE Fine Art
- GCE Biology
- GCE English Literature
- GCE Film Studies
- GCE Graphic Design
- GCE Chemistry
- GCE Mathematics
- GCE German
- GCE Photography
- BTEC Level 3 Business Studies
- GCE Further Mathematics
- GCE Spanish
- GCE English Language
- WJEC Level 3 Applied Certificate in Criminology
- GCE Media Studies
- GCE History
- GCE Geography
- BTEC Level 3 Performing Arts
- BTEC Level 3 Music
- GCE Physics
- GCE Sociology
- GCE Psychology
- BTEC Level 3 Sport
- BTEC Level 3 IT
- Core Maths (Year 12 only)

- Extended Project Qualification (Year 13 only)

## KAEP6 Curriculum Time Allocation

Level 3 Pathway	
Subject	Number of 70-minute lessons per fortnight
A-Level Option 1	8
A-Level Option 2	8
A-Level Option 3	8
A-Level Option 4 (selected students only)	8
Core Maths (Year 12)	8
EPQ (Year 13)	2
Enrichment	1
Personal Development (PSHE)	1
Supervised independent study	10

Level 2 Pathway	
Subject	Number of 70-minute lessons per fortnight
Fashion, Business and retail	16
GCSE Maths / Functional Skills Level 2 Maths	7
GCSE English / Functional Skills Level 2 English	7
Enrichment	1
Personal Development (PSHE)	1
Supervised independent study	10

## 7. Curriculum Impact

At King's Academy Easthampstead Park, our core aim is to ensure that the curriculum our students experience matches our curriculum intent—for all learners, including those who are disadvantaged or have SEND.

We evaluate impact through a process of robust triangulation, drawing on evidence from Developmental Drop-Ins (DDIs), progress data, book looks, and pupil conferencing. This enables us to monitor how effectively knowledge is being taught, learned and retained across all subjects and key stages.

We measure the success of our curriculum in several ways:

- Progress over time: Whether students are learning more and remembering more, relative to their

starting points.

- Knowledge and fluency: The depth, accuracy and confidence with which students can apply what they've learned.
- Outcomes: Attainment at GCSE and A-Level, alongside internal assessment data and the quality of students' work.
- Equity of access and achievement: Ensuring that all students—including those who are disadvantaged or have SEND—make sustained progress through the full curriculum.
- Subject uptake and retention: High levels of engagement in subject choices at KS4/5 and progression to university or apprenticeships.
- Co-curricular engagement: Students' participation in clubs, trips, competitions, and leadership opportunities across subject areas.

We also evaluate the scholars we are developing. Do our students demonstrate intellectual curiosity? Are they engaged in learning for its own sake? We look for evidence of awe and wonder through student voice, classroom culture, and enrichment uptake—such as choosing to continue a subject at university or joining subject-specific clubs and visits.

Our impact monitoring is ongoing and responsive. Where gaps in knowledge or engagement emerge—particularly for disadvantaged students or those with additional needs—interventions are timely and targeted.

Ultimately, we are proud of the well-rounded, knowledgeable, and articulate young people we are developing—students who are not only well-prepared for exams, but for life beyond the classroom.