



<b>Reference number</b>		<b>Policy name</b>	Senior School Curriculum Policy
-------------------------	--	--------------------	---------------------------------

<b>Person(s) responsible</b>	Matt Gibson	<b>Date of next review</b>	April 2024
------------------------------	-------------	----------------------------	------------

<b>Vision, mission and values</b>	<p><b>Mission</b> To produce well-rounded, academically successful, happy young men and women.</p> <p><b>Vision</b> To engage, inspire and extend our students, our staff and the wider community.</p> <p><b>Values</b> To create a community where everyone mirrors our values of good manners, kindness and wisdom.</p>
<b>Curriculum Statement</b>	We aim to provide a rich, relevant and dynamic curriculum which engages, inspires and extends all pupils in line with the King's Bangkok Mission, Vision and Values.
<b>Purpose</b>	<p><b>Aims</b></p> <ul style="list-style-type: none"> <li>• To ensure that the school meets the requirements of the British Standards for Schools Overseas Regulations in all matters regarding the curriculum;</li> <li>• To ensure that the school has appropriate written documentation as supporting evidence for the fulfilment of the regulations;</li> <li>• We aim to ensure that our schemes of work take into account the ages, aptitudes and needs of all pupils including those pupils with special educational needs.</li> <li>• To provide a curriculum which does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.</li> <li>• To produce well-rounded, academically successful, happy young men and women which we fulfil through our vision of 'engage, inspire and extend' laid on the foundations of kindness, good manners and wisdom.</li> <li>• To ensure students are ready for life in a rapidly changing workplace and to make a positive contribution to their society</li> <li>• To develop individual abilities and foster independence, curiosity and creativity.</li> <li>• To produce an exciting and varied set of learning opportunities as part of a broad and balanced curriculum.</li> <li>• To have a wide variety of opportunities outside of timetabled lessons to develop well-rounded individuals who are lifelong learners.</li> <li>• To provide all pupils with the best possible opportunity to succeed academically;</li> </ul> <p>To ensure that the school continues to devise and implement a curriculum which is in line with the standards set by our sister school King's College Wimbledon.</p>



Approved by	SLT	Date	17/02/2024
-------------	-----	------	------------

## General

The senior school provides a full-time supervised education for students aged between 11 and 18. The work earlier in the school follows the Early Years Foundation Stage and the UK National Curriculum, enhanced by the curriculum of King's College School, Wimbledon and adapted to King's Bangkok. This seeks to build the skills of resilience, independence, creativity and interdependence which continue to be developed in the senior school. Years 7-9 provide the foundations to prepare students for IGCSE courses which are examined at the end of Year 11. Studies conclude with a two year sixth form in which students study for A level examinations.

The curriculum provides students with experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. It is based at every stage upon firmly held academic values preparing students for a full life in a global society once they leave the school. It is intended to develop the highest levels of literacy, numeracy and speaking and listening skills. It is characterised by increasingly close and analytical study of a progressively more specialised range of subjects, without necessarily sacrificing breadth of interest and commitment. As such, it is a natural precursor to the sort of work that our students will encounter as they continue their education beyond school.

Our focus on values, summarised by good manners, kindness, and wisdom, are actively promoted wherever possible in lessons and beyond, and the curriculum offers effective preparation for the opportunities, responsibilities and experiences of life in a global society.

While academic values certainly underpin the broad structure and direction of the curriculum at every level of the school, there is a genuine effort to offer a breadth of diet and experience that go well beyond the academic curricula. Thus, sporting, cultural, practical, creative and moral dimensions carry considerable weight within the curriculum, in addition to the attention they receive through our extensive programmes of co-curricular activities.

Subject leaders, under the coordination of the deputy head (senior school) are responsible for creating schemes of work in their subject(s) for students in each year group. These are intended to show progression from one year to the next and to provide suitable enrichment, extension and assessment. Schemes of work are devised in such a way as to meet the diverse interests, needs and abilities of our students, including those with any special educational needs, or disabilities, for whom subject leaders work closely with Learning Enrichment.

King's Bangkok creates opportunities to challenge all students appropriately. We perform CAT4 tests for all senior students on entry and we use these baseline tests to identify academic scholars at entry. The entry data, along with ongoing assessment by teachers in class, is used to identify students who are 'more able' and a 'more able' list of students is kept by the deputy head (senior school) to ensure that they are given suitable extension and enrichment opportunities throughout their time in the senior school.



However, we have a clear vision to 'engage, inspire and extend' and there is a focus on extending all students in all areas. Teachers challenge students at all levels via the opportunities, expectations and the extended reward structure we have in place. In addition to this, the way the curriculum is delivered should inspire students to want to do their best.

### **King's Bangkok and the National Curriculum**

The aforementioned principles are not significantly different from those that guide the National Curriculum. The programme at King's Bangkok follows the spirit of the National Curriculum, if by no means the letter. Where differences arise, they are based upon our judgement of the particular needs and abilities of our students. Thus, the allocation of time between subjects reflects our own experience of the relative demands that these subjects make upon our students. The range of choice offered at King's Bangkok is broader than that provided within the National Curriculum. Therefore, systems of options, particularly those concerning IGCSE, are guided by our desire to maintain academic breadth whilst continuing to support the "minority" subjects which schools such as ours traditionally value highly.

### **Living in the modern world - Personal, social, health and economic education (PSHE)**

King's Bangkok takes great pride in its delivery of personal, social, health and economic education. This reflects the whole school aims and ethos, incorporating an environment of equal respect and tolerance for the beliefs of others, the need for mutual respect and support, and a commitment to, and responsibility, for others.

Personal, social, health and economic education (PSHE), governing areas such as personal finance, good health, substance abuse, sex and personal responsibility, are taken most seriously. The PSHE policy provides further detail on the programme, which pays particular regard to the Protected Characteristics through its focus on developing good relationships. It has a regular place within the taught curriculum during years 7 upwards. There are regular talks from outside speakers on relevant topics for students of all age groups and for parents and staff. PSHE also forms an important element within many other subjects. Programmes of study in PSHE are developed and monitored by the Head of PSHE who works closely with the senior leadership team.

### **Careers education and guidance**

Careers education, presented impartially, is provided through the PSHE programme with discrete, appropriate schemes of work in each year, which has the aim of encouraging students to broaden self-awareness in relation to the world of work and higher education. In Year 7 and 8, careers advice is also designed to prepare students to think reflectively about their academic subjects as they transfer into Year 9. In addition, in Year 9, individual guidance is provided through the tutor system to ensure that suitable IGCSE choices are made.

In Year 9 and 10, careers testing and interviewing is provided for all students to enable informed choices, to develop their understanding of a broad range of different careers and opportunities, and to appreciate the importance of work experience. In Year 11, extensive provision is made to advise on post-IGCSE choices: there is a careers fair covering a broad range of career options and a dedicated subject choices evening in term 2. In term 1, tutors advise students on their final choices, before all are interviewed by a member of the senior leadership team and heads of house. On receipt of IGCSE



results, senior members of staff evaluate the results and make themselves available to discuss with students any implications arising from these. Students considering joining the school from outside are invited to a series of meetings, along with their parents, to inform them about the sixth form courses available. Those offered places are invited to the subject choices evening and further opportunities for counselling and guidance are available.

Work experience is encouraged in the summer holidays following IGCSE and at the end of the lower sixth year and all students receive individual guidance to effect it. During the sixth form, extensive careers and higher education advice is provided which helps encourage students to fulfil their potential and to prepare for university applications and occupations beyond school. Additionally, students are provided with opportunities to be informed about and consider non-higher education careers pathways via gap year opportunities, apprenticeships and internships, where applicable.

### **Information Technology and library skills**

In years 7 to 9, students have two timetabled lessons a week in Computing. These lessons cover basic file management and programme use, online safety, creating online Android apps and basic coding. In addition, there are many specific opportunities for students to practise and enhance their ICT and library skills within the curriculum and co-curriculum. Further opportunities exist to develop these skills through academic subjects with the aid of portable devices in all years.

### **The school week**

The school day begins with registration at 7:30 followed by school assemblies or tutor groups. The formal school day ends at 15:40, followed by extra-curricular activities every day.

Every student from year 7-11 has a 20 minute independent study period each day from 13:20-13:40.

### **Homework**

Homework will be set according to the homework timetable which lists the subjects that will set homework on each day. Setting regular homework is important in helping students to become more mature in their learning. It helps them to think and learn independently, with tasks that include written work, research, project work, reading, learning and revision. Completing homework diligently gives students a wide range of skills and qualities, helping them to:

- Develop the ability to work alone and self-motivate
- Develop the skills to research, organise and present work on a given topic
- Consolidate and extend work done in class, or prepare for subsequent lessons
- Develop the habit of reading
- Revise, learn or develop work done in class
- Follow up a particular interest or develop expertise in a particular area of study
- Learn to plan and organise time and work more effectively
- develop problem-solving skills
- Develop skills in communicating what has been learned in a variety of ways
- Extending knowledge by learning facts and information for tests and exams

### **Subject assessment**



For a formal class test, a subject teacher should aim to give students a minimum of seven days notice, providing ample time for them to revise. It is expected that students should have no more than two tests in a day. This is especially pertinent in the run up to a reporting period when teachers like to have as much objective data as possible. Consequently, teachers are encouraged to use assessment and testing in a variety of forms throughout the year. This provides the greatest opportunity for intervention should remedial action be necessary if a student is finding difficulty with a subject, and also identifying when a student is finding coursework too easy and requires more extension work to stretch them.

### **Years 7-9**

The senior school provides the freedom to deliver an exciting and broad curriculum programme, without the constraints of the Common Entrance examination. We aim to expose students to as many academic experiences as we can. At the start of term 2 in Year 9, they must make provisional IGCSE choices. There is an opportunity for full consultation with teachers and tutors at this time.

In years 7-8 all students will undertake a rounded and well-balanced curriculum offering them broad access to each of the subjects we offer. Each lesson is 40 minutes.

Subject	40 minute periods per week
Maths	6
English	6
Science	5
Humanities	4
Art	2
Design Technology	2
Drama	2
Music	2
Living in the modern world)	1
Computing	2
Physical Education (including swimming)	4
CCA	2
Languages	Every student will select two from the following



	<p>4 languages: Mandarin, French, Spanish and Thai. Each subject is 3 lessons per week, Those that choose Thai will have a 4th lesson per week, and those that don't will study 1 lesson of Thai culture.</p>
--	---

Year 9

Subject	40 minute periods per week
Maths	5
English	6
Science	6 (3 per subject)
Humanities	4 (2 for history, 2 for geography)
Art	2
Design Technology	2
Drama	2
Music	2
Living in the modern world (PSHE)	1
Computing	2
Physical Education (including swimming)	4
CCA	2
Languages	<p>Every student will select two from the following 4 languages: Mandarin, French, Spanish and Thai. Each subject is 3 lessons per week, Those that choose Thai will have a 4th lesson per week, and those that don't will study 1 lesson of Thai culture.</p>

**Sport:** Students will have 4 periods per week. All students participate in games sessions; the main sports are athletics, football, and cricket. Sports fixtures are generally scheduled for games afternoons, with the very occasional Saturday fixture or tournament. PE lessons follow a programme



of gymnastics, basketball, racket sports and athletics. Swimming forms part of the PE program rotation.

**Homework:** Regular homework is set in all subjects apart from PE and games. Students will normally have two (and occasionally three) subject homework tasks each weekday evening. In Year 9, this increases to three and occasionally four homework tasks per weekday evening. For most subjects, each assignment is designed to represent up to twenty minutes of work. Students are allocated at least two nights to complete a homework task, except where their next lesson for that subject is the next day. Tutors provide appropriate guidance to tutees to ensure that work is distributed as evenly as possible throughout the week.

**Assessment:** Regular classroom testing is conducted in all subjects as judged appropriate and this is fed back into lessons in a continuous process. In addition, all subjects are formally tested at the end of the academic year, either by end-of-year progress tests or course work. Some departments also choose to set tests at other times during the academic year.

#### Years 10 and 11

Subject	40 minute periods per week
Maths	6
English	6
Chemistry	3
Physics	3
Biology	3
Living in the modern world (PSHE)	1
Physical Education	4
CCA	2

All students will then select one option from each option block. Each subject will have 4 lessons per week.

The subjects available are history, geography, DT, Spanish, Thai, French, mandarin, computer science, art, music, drama, physical education.

Students that take Thai will have one extra lesson of Thai a week, whilst those that don't will have one lesson of Thai culture.



Most students study three separate specialist sciences (Triple Award), but a small number might take the Standard science route (double award)

**Sport:** Students will have 4 lessons per week. All students participate in games sessions; the main sports are athletics, football, and cricket. Sports fixtures are generally scheduled for games afternoons, with the very occasional Saturday fixture or tournament. PE lessons follow a programme of gymnastics, basketball, racket sports and athletics.

**Homework:** Regular homework is set in all IGCSE subjects. As in Year 9, students will normally expect three or four subject homework assignments to be set each weekday evening. Assignments tend to be longer in Year 10/11: approximately 35 minutes for most subjects. Students have at least two nights to complete a homework assignment, except where their next lesson for that subject is the next day. Where that is the case, a teacher must be prepared to allow an extension to the due-in date, as if a student finds difficulty with the assigned work and needs help, that may not be available until the day of the lesson. Tutors provide appropriate guidance to their tutees to ensure that work is distributed as evenly as possible throughout the week and is not left until the last minute.

**Learning Enrichment:** The Learning Enrichment department (LE) plays a significant role in ensuring that all students have full access to the curriculum (including examinations) irrespective of any specific learning need or disabilities.

This is achieved by monitoring each student's progress in class, screening for difficulties in underlying skills which are essential for learning, providing additional support to develop learning skills, confidence and self-esteem, working closely and sharing good practice with subject teachers, tutors, heads of house, parents, and also by liaising with specialists outside the school if necessary.

The LE department operates an "open door" policy meaning that staff, parents and any student can seek support and advice whenever required. The need for support may be short-term, typically for support with study skills, or longer term for those with a disability, a specific learning difficulty or simply a less defined learning style.

If any teacher feels that a student may not be fulfilling their potential, either because of a possible learning difficulty, or for any other reason, they can refer the student to LE via the student's tutor. Parents are also encouraged to work in close partnership with the Learning Enrichment Department. If a parent has a concern about the academic progress of their child, the school encourages the parent to make contact with the tutor. Where deemed appropriate, LE will provide lessons on a one to one basis or in small groups. Support may also be given in class. The LE "open door" policy invites students to drop in at any time for advice, or to arrange a support lesson.

LE helps staff to develop an understanding of specific learning difficulties and learning styles and to implement differentiated teaching to maximise the learning potential of all students.

For more information please see the school's Learning Enrichment Policy.





**English as an Additional Language:** On entry to the school, parents indicate if English is not their son or daughter's first language, and what other languages are spoken at home. The school's EAL coordinator can provide one-to-one support to such students if appropriate.

**Professional development:** Members of staff undertake in-service training to ensure that they develop their expertise in the classroom, to further their curriculum knowledge to inform and enable curriculum development, and to keep up-to-date with exam syllabus changes. (Further details are available in the professional development policy in the staff handbook).

## Years 12-13

### **A-levels**

Each A-level subject will have 9 dedicated periods per week. This will comprise of eight taught lessons plus one tutorial session. The tutorial session will be taken by the class teacher or another teacher of the subject, allowing students to develop their independent learning skills within a structured, supportive environment.

IELTS groups will receive two lessons per week in the first two terms of Year 12, with the examination taking place at the end of term 2. The King's Essay will be introduced to students during Year 12 and supervisors assigned accordingly, with meetings taking place as and when required.

Students will have two lessons per week of Living in the Modern World, two lessons per week of Physical Health and Wellbeing and two lessons per week of Leadership as Service (as part of the CCA programme).

A-levels (Advanced level) and AS-levels (Advanced Subsidiary level) are UK subject-based qualifications, usually taken by students aged 16-19. A-levels are normally studied over two years and AS-levels over one year, leading to qualifications that are recognised worldwide for entrance to universities or higher education institutes. In recent years, International A-level courses have been developed by Cambridge Assessment International Examinations (CAIE) and Edexcel, the two leading examination boards of choice for international schools. The key difference between A-levels and International A-levels is that A-levels are currently completely linear, whereas International A-levels can be delivered as either linear or modular courses. A linear A-level course is one where all examinations must be taken at the end of Year 13, with no formal credit given for study if a student drops a subject at the start of Year 13. A modular approach has examinations at the end of both Year 12 and Year 13, allowing students to complete AS-levels (equivalent to half an A-level) in Year 12, which are standalone qualifications should a student decide to drop that subject at the start of Year 13. If a subject is being studied in Year 13 to A-level, then the AS-level examinations count for 50% of the final A-level grade, with the option for students to re-sit AS-level examinations at the end of Year 13 if appropriate.

The majority of our courses will be International A-levels with a modular approach; however, some of the more practical subjects may take a linear approach (i.e no AS-level option)



depending on the assessment structure of the course and the way in which knowledge, skill and understanding is accrued.

Students usually take three A-levels through to Year 13, as most universities will make offers based on performance in three subjects. Some students may start on four and drop down to three at the start of Year 13, and a small number of students may be able to take four subjects through to A-level.

There are no compulsory A-level subjects and there is no combined overall grade. Each subject is graded on an A\*-E scale (A-E for AS-levels) and are standalone qualifications.

### **IELTS – developing English for academic purposes**

The International English Language Testing System (IELTS) assesses the English language proficiency of people who want to study or work in English-speaking environments. It provides a fair, accurate and relevant assessment of language skills, based on well-established standards, and covers the full range of proficiency levels, from non-user to expert user. The exam tests all four skills, listening, reading, speaking and writing in separate test sections.

IELTS Academic is a secure academic English language test which will be used to evidence your proficiency to study at university abroad. Furthermore, IELTS Academic is usually required to attain a student visa in order to travel abroad for educational purposes. Most overseas universities require you to have this qualification although the scores you need can vary. Aspiring to a band score of 7.5 or higher (9 being the highest band) will offer the greatest university choices

IELTS is the world's most popular high stakes English language test, with over 3.5 million tests taken last year.

Over 10,000 organisations in over 140 countries recognise and use IELTS for selection purposes. Test questions are developed by testing specialists in Australia, Canada, New Zealand, the UK and the US and are based on authentic materials sourced from all over the world.

The IELTS exam places importance on assessing all four skill competencies of language: listening, reading, speaking and writing.

The IELTS course will therefore continue to develop learners' linguistic level in all the above areas.

Moreover, as the course is towards academic training, there will be greater focus on academic language and skills for each test component. As IELTS is a structured exam, students will also develop their ability and test taking skills to navigate each section and part of the exam.

Some key features and higher competencies needed for the:

- a) Listening exam: the ability to follow conversations, to understand and discern monologues, retain and information and digest factual detail, to draw conclusions from information gathered
- b) Reading exam: comprehension, skimming, information scanning, reading for details, paraphrasing, inference
- c) Speaking exam: fluency and coherence, depth and range of vocabulary and grammatical structures. pronunciation
- d) Writing exam: interpreting information, statistics and diagrams, summarising and describing, formulating arguments and a point of view, balancing viewpoints and analysing problems



Students will have the option to complete the final tests via computerised or paper-based formats and will therefore be trained in both areas.

### **The King's Essay and the EPQ**

In Year 12, all students will be encouraged to produce a 4,000-word independent research project in an area of their interest. Undertaking the process is a significant process as it marks the student's first taste of university-style study. Students will be supported by a supervisor and encouraged to develop their critical thinking and problem-solving skills. As well as being vital components of their educational journey, this will form a strong basis for their university applications as it shows intrigue in their chosen field of study as well as the skills required to succeed in further education. There may be the opportunity for students to develop this into an externally assessed and universally recognised EPQ (Extended Project Qualification) in lieu of a full A-level.

### **Living in the Modern World**

King's Bangkok takes responsibility for students' preparedness for life beyond school, and that is why all our students will undertake a course preparing them for living in the modern world. This will focus on the development of academic competence and an understanding of the world that is vital to being a capable, independent adult. Successful completion of the course will ensure that students are caring, empathetic and ready to make a positive contribution to society. This will feature core life skills, relationship development, management of household challenges and the habits that will set them up for the rest of their lives. This will run hand-in-hand with our careers programme and develop further on the PSHE programme that students undertook in earlier years at the school.

### **Physical Health and Wellbeing**

Students in the Sixth Form will participate in a variety of activities that will enable them to develop their understanding and recognition of the importance of taking care of your own physical, mental and social wellbeing. Through the Physical Health and Wellbeing Programme, students will take on the responsibility of developing their health and fitness and will be introduced to a variety of health and wellbeing activities that they will be able to continue with once they leave school. It is important at this stage that students find an activity that they enjoy. Such activities will include yoga, pilates, crossfit, weight training, dance, zumba and climbing, as well as games such as football, basketball, badminton and tennis. Students will also develop their understanding of how important it is to maintain a healthy active lifestyle to also positively impact their academic studies. Throughout the programme, students will also learn the benefits of good nutrition and how having a balance between academic study, physical activity, social interaction is vital to maintaining good health and positive wellbeing.

### **Leadership as Service**

Co-curricular activities (CCAs) are compulsory for all students at King's Bangkok, with the major emphasis for Sixth Form students placed firmly on developing leadership and service skills,



KING'S COLLEGE INTERNATIONAL SCHOOL  
BANGKOK

either through the Duke of Edinburgh International Award, working with younger students in the Primary school, the organisation of events for the school or the wider community, or going out into the community to work with young people in other organisations.

The programme is designed to allow every student to apply some of the skills and knowledge they learn in the classroom to different contexts improve their wellbeing and self-esteem by allowing them to develop skills and interests, as well as allowing space and time outside of academic lessons to prepare them for life after school by giving them access to meaningful experiences and opportunities set them apart in the employment and higher-education markets have the opportunity to make a difference to the lives of others.