



*Inspire To Transform*

# Curriculum policy

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## **Abstract**

This comprehensive curriculum policy outlines the educational framework and objectives at KENSAN, spanning from Key Stage 3 (Cambridge Lower Secondary) to Key Stage 5 (Cambridge Advanced). The curriculum is designed to deliver a well-rounded education, fostering cumulative knowledge, skills, and readiness for future learning and employment. The roles and responsibilities of various stakeholders, including the Head of School, Subject Leaders, and Teachers, are clearly defined to ensure effective implementation. The organization and planning section details the subjects offered at each Key Stage, with a flexible and adaptable curriculum. The document emphasizes inclusive practices, high expectations, and comprehensive assessment strategies. Co-curricular activities, inclusion initiatives, and assessment processes are thoroughly outlined, and the school's commitment to parent engagement is highlighted through structured meetings and an open-door approach.

## **Curriculum Objectives**

Our curriculum is designed to achieve the following objectives:

1. Deliver a comprehensive and well-rounded education to all students, characterized by a coherent and sequentially planned structure that fosters cumulative knowledge, skills, and readiness for future learning and employment.
2. Foster the development of students' knowledge, conceptual understanding, and practical skills, enabling them to make informed choices and apply their learning effectively in diverse situations.
3. Cultivate a positive attitude towards learning, creating an environment that encourages enthusiasm and engagement among students.
4. Ensure inclusive and equitable access to learning for all students, maintaining high expectations for each individual while providing appropriate levels of challenge and support.
5. Set high academic ambitions for all students, striving to equip them with the knowledge and cultural capital necessary for success in life.
6. Provide subject choices that align with students' learning goals and facilitate their progression towards achieving personal and academic objectives.

7. Prioritize a strong academic core of subjects within a broad curriculum framework.
8. Develop students' independent learning skills and resilience, preparing them for further education and employment.
9. Support students' spiritual, moral, social, and cultural development, fostering a well-rounded educational experience.

### **Roles and responsibilities**

The head of the school

The head of the school will monitor the effectiveness of this policy and be held to account for its implementation.

The Head of School will ensure the establishment of a robust framework for defining curriculum priorities and setting aspirational targets. Additionally, efforts will be directed towards ensuring the school's adherence to its funding agreement, encompassing the delivery of a "broad and balanced curriculum" that encompasses English, mathematics, science, global perspectives, modern foreign languages, and arts. Sufficient teaching time will be allocated to enable students to meet the stipulations of the funding agreement.

Provisions will be made to cater to students with diverse abilities and needs, including those with special educational needs (SEN). All courses offered to students below the age of 19 will lead to recognized qualifications, such as IGCSEs and A-levels, and will be subject to approval by the Ministry of Education. The school will diligently implement statutory assessment arrangements and actively engage in decision-making processes related to the breadth and balance of the curriculum.

Commencing from year 8 onwards, students will receive independent and impartial careers guidance, with due consideration given to appropriate resourcing. The aims and objectives of all elements of the curriculum, including subjects chosen by the school, will align with the broader objectives of the institution and articulate how individual student needs will be met.

The time allocated for teaching the required elements of the curriculum will be deemed adequate, and the Head of School will manage requests for the withdrawal of children from curriculum subjects, where deemed appropriate.

#### Other staff

Other staff will ensure that the school curriculum is implemented by this policy.

#### Heads of Department and Curriculum Coordinator (Key Stage Leaders)

- Heads of Department and Curriculum Coordinators (Key Stage Leaders) are expected to demonstrate a comprehensive understanding of the school's existing systems for documenting students' progress within the designated key stage.
- They are responsible for supervising the implementation of schemes of work and their effective delivery, assessing their impact on teaching and learning outcomes.
- Collaboration with fellow educators is essential to conduct a thorough review of the curriculum, ensuring seamless continuity and progression.
- Additionally, Heads of Department and Curriculum Coordinators are tasked with the development of student behavior and discipline policies where necessary. This initiative aims to cultivate an environment conducive to fostering high standards of learning behavior.

#### Subject Leaders

- Subject leads are responsible for formulating and executing policies that govern the subject curriculum, aligning closely with our school's dedication to delivering teaching and learning of the highest quality. Their role extends to actively advocating for the subject, emphasizing its significance and the substantial value it contributes to the school.
- Ensuring a comprehensive grasp of the effectiveness of subject delivery and its implications on student achievement is paramount. Subject leads are expected to leverage this insight to contribute meaningfully to the school development plan and to construct an action plan specific to the subject.
- Beyond academic dimensions, subject leads are encouraged to champion the comprehensive development of students, incorporating spiritual, moral, social, cultural, and mental aspects. Furthermore, they are expected to embed international values into the teaching of the subject.

### Homeroom and Subject Teachers

- Design and deliver well-structured Personal, Social, Health, and Economic (PSHE) lessons to their assigned classes, adhering to the school's plans, curriculum, and prescribed schemes of work.
- Evaluate, monitor, record, and report on the learning needs, progress, and accomplishments of assigned students, utilizing assessments accurately and constructively.
- Adjust teaching methodologies in the subject to cater to the strengths and requirements of individual students.
- Establish and communicate high expectations that serve to inspire, motivate, and challenge students.
- Foster advancements and positive outcomes in student progress through effective teaching strategies.
- Exhibit a proficient understanding of their subjects and the corresponding curriculum, demonstrating sound knowledge.
- Engage actively in preparations for students' readiness for external tests, participating in relevant arrangements and initiatives.

### Pastoral Care Leader

- Contribute actively to preparations for students undertaking external tests.
- Foster a positive and ambitious ethos within the pastoral team, collaborating closely with year leaders and an academic support team.
- Monitor, challenge, and provide support for the work carried out by year leaders and the support team.
- Take a leadership role in facilitating and conducting assemblies when required.
- Collaborate with the Head of School and Deputy Head in the development of policies and procedures, with a particular focus on pastoral provision for all learners.
- Exemplify strong leadership in interactions with staff, learners, parents, and external agencies.
- Facilitate and oversee the operation of after-school support classes.
- Participate in the daily duty rota as outlined by KENSAN.
- Fulfill on-call duties and provide support to year leaders and learners throughout the day.

- In coordination with the Curriculum Coordinator, plan, organize, and assess the effectiveness of Parents' Consultation and information evenings.

#### Career Counsellor

- Lead a team comprising teachers, administrators, external partners, and other stakeholders involved in delivering careers guidance.
- Provide advice to the senior leadership team regarding policy, strategy, and resource allocation for career guidance.
- Review and evaluate the effectiveness of career guidance initiatives, offering insights and information to contribute to school improvement planning.
- Develop and implement a comprehensive careers guidance development plan.

#### Counselling and Learning Support

- Conduct assessments to identify specific learning difficulties among referred students.
- Perform initial observations within the school or refer students to external specialists based on the complexity of their situations.
- Provide learning support in English and Maths, emphasizing sustainable learning strategies for students with identified difficulties.
- Administer withdrawal sessions, either individually or in small groups, once or twice a week.
- Offer indirect support to students by providing guidance and advice to teachers for tailored interventions in the classroom.

#### **School Counselors:**

- Provide personal and emotional support through individual counseling sessions for students facing challenges.
- Offer academic guidance, assisting students in setting goals, and providing advice on course selection, study habits, and time management.
- Conduct career counseling sessions, helping students explore career options based on their interests, skills, and aspirations.
- Intervene during crises within the school community and collaborate with other professionals to implement crisis intervention strategies.

- Collaborate closely with teachers to address academic and behavioral concerns.
- Communicate with parents or guardians to discuss students' progress, challenges, and interventions.
- Implement programs to promote positive social skills, conflict resolution, and anti-bullying initiatives.
- Advocate for students with special needs, ensuring appropriate accommodations and services.
- Conduct preventive education programs on mental health, substance abuse prevention, and social skills development.
- Utilize data to assess the effectiveness of counseling programs, monitor students' progress, and adjust support strategies accordingly.
- Engage in continuous professional development to stay informed about best practices in counseling and education.

#### **Learner Support Team:**

- Conduct assessments to identify academic, emotional, behavioral, or developmental challenges among students.
- Develop and implement individualized education plans (IEPs) for students with special needs or learning differences.
- Collaborate with teachers to address diverse learning needs and provide resources, strategies, and support.
- Provide targeted interventions to support students in areas such as reading, writing, math, and social-emotional development.
- Develop and implement behavior support plans for students with behavioral challenges.
- Offer training and professional development opportunities for teachers and staff on inclusive education and differentiated instruction.
- Collaborate with parents to discuss assessment results, intervention plans, and progress monitoring.
- Assist students in transitioning between grade levels or educational settings.
- Regularly monitor and assess students' progress in response to interventions.

- Advocate for students with special needs within the school community and collaborate with external agencies.
- Analyze data related to student achievement, behavior, and attendance to inform decision-making.
- Provide support during times of crisis or emergencies affecting students' well-being.
- Work closely with special education staff to ensure appropriate accommodations and services.
- Offer workshops and educational sessions for parents and the community on supporting diverse learners.

### **Organization and planning**

At KENSAN we offer;

#### **Cambridge Lower Secondary (Ages 11- 14) – Key stage 3**

Cambridge Lower Secondary is typically for learners aged 11 to 14 years (Year 7-9). It helps you prepare students for the next step of their education, providing a clear path as they progress through the Cambridge Pathway in an age-appropriate way. Subject leaders and subject teachers ensure that the prescribed and recommended content is planned and delivered accordingly. Subject leaders plan a broad curriculum that builds on prior knowledge and develops the understanding of subject content.

The curriculum is flexible and adaptable to a wide variety of cultural contexts, branching out further from core studies to encompass more independent, thought-provoking topics while still developing a vital knowledge base and skills.

Below are the subjects available;

- |                                       |                             |
|---------------------------------------|-----------------------------|
| • Mathematics                         | • Art and Design            |
| • Science                             | • Foreign Language - French |
| • English (First and Second Language) | • Global Perspectives       |
| • Computing                           | • Physical Education        |
| • Digital Literacy                    | • Well Being                |

English class is split based on student proficiency tests such as Midyis test results and students' previous school transcript: First Language and Second Language.

We aim to study a full range of subjects in Key Stage 3 before students specialize in their chosen 'Option' subject areas in Key Stage 4.

#### KS3 Curriculum hours

Subject	Number of lessons per week
Mathematics	5
Science	5
English (First or Second Language)	5
Computing	3
Digital literacy	3
Global Perspectives	3
Physical Education	2
Art and Design	2
Music	2
Dance	1
PSHE	1
French	2
Swahili	2

#### **PSHE**

In Key Stage 3, students will study PSHE which will cover a wide range of topics including Identity and diversity, business and enterprise, social behaviors, politics, the law, managing finance, healthy lifestyle choices, and relationships.

We also offer reading under teacher supervision for students to improve literacy skills. We provide after-school catch-up sessions and the homework club that offer students additional support as well as support and guidance for their homework

### **Cambridge Upper Secondary (Ages 14 - 16) – Key stage 4**

In Cambridge Upper Secondary, young learners who are typically aged 14-16 (Year 10 – 11) continue broadening and deepening their knowledge base. While the tools students learn in Cambridge Lower Secondary are expanded upon here, it isn't necessary that students complete that program first. Classes are built around exposing the student to a broad array of subjects that focus on inquiry and problem-solving, as well as preparing them to sit the IGCSE. Students are given some leeway in deciding how to structure their curricula, and our instructors and staff will work with them to ensure that they will be ready not only to sit their exams but also to face the next educational challenges in their schooling.

Below are the subjects available;

- English – First Language (0500)
- French – Foreign Language (0520)
- Mathematics (0580)
- Physics (0625)
- Chemistry (0620)
- Biology (0610)
- Economics (0455)
- Business studies (0450)
- Information Communication Technology (0417)
- Computer Science (0478)
- Sociology (0495)

### **As International Certificate of Education (ICE) group award.**

What is Cambridge ICE?

The Cambridge ICE certificate is a group award designed for schools that want to offer a broad curriculum. Students enter and sit for a minimum of seven subjects selected from the five IGCSE curriculum areas:

Group 1 – Languages (English – First Language)

Group 2 – Humanities and Social Sciences (Economics, Sociology)

Group 3 – Sciences (Biology, Chemistry, Physics)

Group 4 – Mathematics (Mathematics)

Group 5 - Creative and Vocational (Business Studies, Information Technology)

Cambridge ICE is awarded to students who pass at least seven Cambridge IGCSE subjects, including two from Group 1 and one from each Groups 2 to 5. The seventh subject may be chosen from any of the syllabus Groups.

Students who qualify for the Cambridge ICE award will be placed in one of three categories:

Distinction - Grade A or better in five subjects and grade C or better in two subjects.

Merit - Grade C or better in five subjects and Grade F or better in two subjects.

Pass - Grade G or better in seven subjects.

Another important benefit that Cambridge ICE offers is that students can demonstrate competence across a wide range of subjects and skills. Cambridge ICE carries greater currency in its own right in those countries where it is popular.

#### KS4 Curriculum hours

Subject	Number of lessons per week
English – First Language (0500)	5
French – Foreign Language (0520)	5
Mathematics (0580)	6
Physics (0625)	5
Chemistry (0620)	5
Biology (0610)	5
Economics (0455)	4
Business studies (0450)	4
Information Communication Technology (0417)	4
Computer Science (0478)	4
Sociology (0495)	4
Physical Education (Compulsory)	1
PSHE (Compulsory)	1
P&P (Compulsory)	1

## PSHE and Citizenship

In PSHE and Citizenship, students will study a wide range of topics including Environment and sustainability, climate change, gender equality, food, and diet

## Study Hour

During the study hour implemented on the timetable, KS4 students will do subjects homework, projects, and activities under a specialist adult supervisor (a designated Support Team member)

## **Cambridge Advanced (Ages 16 -19) - Key Stage 5**

Cambridge Advanced is open to students who are typically aged 16 to 19 (Years 12 and 13) and eager to gain advanced learning to help them pursue university and higher education. Cambridge Upper Secondary is not a prerequisite, but the critical thinking skills students have learned in Cambridge Upper Secondary are expanded still further in Cambridge Advanced. Students are encouraged to develop the ability to pursue independent study, vital to a successful university career, in self-designed curricula that can prepare the student for any university-level course of study. In our Key Stage 5 Curriculum, we offer Cambridge International AS and A-Levels. The program for each subject is both engaging and promotes independent learning and further inquiry. The subject options are cited below

Below are the subjects available;

- English Language (9093)
- English Literature (9695)
- French – Language (AS only) (8682)
- Mathematics (9709)
- Physics (9702)
- Chemistry (9701)
- Biology (9700)
- Economics (9708)
- Business studies (9609)
- Information Technology (9626)
- Psychology (9990)
- Sociology (9699)
- Global Perspectives & Research (9239)
- Computer Science (9618)

## **As Advanced International Certificate of Education (AICE) group award**

The Cambridge AICE Diploma is made up of individual Cambridge International AS & A Levels, which are widely recognized by universities and employers around. Students can be confident that

their qualifications will be understood and valued throughout their education and career, in their home country, and internationally.

By demanding knowledge from three different subject groups, plus the core compulsory subject, Cambridge International AS Level Global Perspectives & Research, the Cambridge AICE Diploma provides a broad curriculum with a balance of maths and science, languages, arts and humanities, and interdisciplinary subjects. It maintains flexibility and choice by allowing students to choose subjects at different levels.

#### Subject Combination

- Group 1: Mathematics and Sciences (Mathematics, Physics, Chemistry, Biology, Psychology, Information Technology, Computer Science)
- Group 2: Languages (English Language, French)
- Group 3: Arts and Humanities (Economics, Business Studies, Sociology, English, Psychology)
- Group 4: Interdisciplinary subjects (optional)

Learners must achieve at least one credit from each of Groups 1, 2, and 3. A maximum of two credits can count from Group 4, which is optional.

**KENSAN Possible subject combinations for single A levels or AICE**

Band 1		Band 2		Band 3		Band 4		Band 5	
Mathematics (9709)		Biology (9700)		Physics (9702)		Chemistry (9701)		Global Perspectives & Research AS Only (9239)	
Psychology (9990)		Information Technology (9626)		Computer Science (9618)		Economics (9708)		Psychology AS Only (9990)  An Optional for AICE	
Sociology (9699)		English Language (9093)  French – Language (AS only) (8682)		Business studies (9609)		English Literature (9695)		Sociology AS Only (9699)  An Optional for AICE	

**Common university Combination for AICE**

**International Management and Business**

- English Language
- Global Perspectives and Research
- Business or Economics
- Mathematics or Computer Science
- Psychology or Sociology

**International STEM**

- English Language
- Global Perspectives and Research
- Economics
- Mathematics
- Physics

#### International Social Sciences and Humanities

- English Language
- Global Perspectives and Research
- Economics
- Psychology
- Sociology or History

#### International Medicine

- English Language
- Global Perspectives and Research
- Chemistry
- Mathematics OR Biology
- Psychology

#### International Digit Art

- English Language
- Global Perspectives and Research

- Physics or Mathematics
- Computer Science
- History or Sociology

#### International Architecture

- English Language
- Global Perspectives and Research
- Physics
- Mathematics
- Sociology

#### International Law and Politics

- English Language
- Global Perspectives and Research
- Business or Economics
- Mathematics
- Sociology

Each subject will have 8 lessons per week plus a single lesson of Well Being, Physical Education and P&P.

### **Career Counselling**

#### **Careers**

Dedicated careers office with in-class career counseling services and career counseling partners.

A specialized staff that provides students with high-quality, unbiased career counseling and helps on which courses best fit their academic requirements and goals.

Our devoted team assists older students who want to participate in the university admission process with personal statements and anything else they need to submit a great UCAS or Common App application. We assist them in submitting self-study proof that institutions appreciate and that our students can easily give.

## Co-curricular Activities

In addition to our traditional school trips and celebratory events like Sports, Music, Drama, Art, and Fashion Galas, which culminate in dedicated celebration weeks, we provide a broad spectrum of after-school clubs on a termly basis. This approach allows students opportunities to cultivate various skills and attributes.

### 1. Environmental Club:

- Focuses on sustainability, eco-friendly practices, and environmental awareness.

- Activities include tree planting, waste reduction initiatives, and educational campaigns.

### 2. Science Olympiad:

- Engages students in hands-on science and engineering competitions.

- Fosters a love for scientific inquiry and problem-solving.

### 3. Robotics and Computing Club:

- Provides a platform for designing, building, and programming robots.

- Enhances skills in engineering, teamwork, and problem-solving.

### 4. Foreign Language Club:

- Explores and celebrates different cultures through language learning.

- Organizes cultural events, language immersion activities, and exchange programs.

### 5. Entrepreneurship Club:

- Fosters creativity, critical thinking, and business acumen.

- Encourages students to develop and pitch their own business ideas.

### 6. Journalism and Media Club:

- Develops writing, editing, and media production skills.

- Covers school events, conducts interviews, and publishes a school newspaper or blog.

### 7. Public Speaking and Toastmasters Club:

- Improves communication and leadership skills through public speaking and debate.

- Provides a supportive environment for students to build confidence.

### 8. History and Heritage Club:

- Explores historical events, cultures, and traditions.

- Organizes historical reenactments, guest lectures, and museum visits.

### 9. Health and Wellness Club:

- Focuses on promoting physical and mental well-being.

- Organizes activities such as mindfulness sessions, nutrition workshops, and fitness challenges.

#### 10. Drama and Theater Club:

- Enhances creativity, teamwork, and self-expression through theatrical performances.

- Organizes plays, skits, and drama workshops.

#### 11. Film and Video Production Club:

- Develops skills in filmmaking, editing, and storytelling.

- Creates short films, documentaries, or multimedia projects.

#### 12. Creative Writing Club:

- Nurtures a love for writing and storytelling.

- Provides a platform for sharing and critiquing creative works, including poems, short stories, and essays.

#### 13. Esports Club:

- Provides a platform for students interested in competitive video gaming.

- Fosters teamwork, strategy, and sportsmanship through organized gaming competitions.

#### 14. Art and Fashion Club:

- Explores various forms of visual arts, including drawing, painting, and sculpture.

- Incorporates elements of fashion design, allowing students to express creativity through clothing and accessories.

These clubs offer diverse opportunities for students to explore their interests, develop new skills, and contribute meaningfully to their learning experience. For more details, refer to the club's calendar attached here, which includes the club's offering schedule. Additionally, we accommodate more clubs based on student and parent requests.

## **Inclusion**

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students
- Students with low prior attainment

- Students from disadvantaged backgrounds
- Students with SEN
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities can study every Cambridge Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving.

Teachers will also take into account the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and our SEN policy and information report.

### **Monitoring arrangements**

- The Head of School and Curriculum Coordinator will oversee the coverage of the Cambridge Curriculum subjects and adherence to statutory requirements through various channels, including lesson visits, interactions with the school council, progressions, checkpoints, and analysis of CEM test results.
- Subject Leaders and the Curriculum Coordinator will supervise the delivery of their respective subjects across the school by engaging in planning scrutinies, learning walks, and book scrutinies. This oversight also includes evaluating the frequency and effectiveness of marking and feedback in student grade books. Additional monitoring methods involve meetings with students, administering questionnaires to students and parents/guardians, convening Senior Management Team (SMT) meetings, conducting line management meetings within the SMT, and analyzing outcomes/data related to key performance indicators such as accomplishment, attendance, and retention metrics.
- Evaluation of evidence related to curriculum intent, implementation, and impact will be conducted in alignment with an Assessment Schedule - Quality of Education during school evaluation sessions. Subject Leaders and the Curriculum Coordinator are further tasked with monitoring the storage and management of resources.

- This policy will undergo a comprehensive review by the Head of School and Curriculum Coordinator every term. During each review, the policy will be shared with the entire Senior Management Team (SMT).

## **Assessment**

### **A. Assessment and Target Setting**

Student assessment is conducted through diverse methods, encompassing written assignments, verbal participation, unit tests, projects, presentations, and culminating in end-of-year examinations held in December. Ongoing feedback, delivered both verbally and through the Student Information Management System (SIMS), serves as a valuable tool for both students and teachers, offering insights into the current standing of students and delineating areas for improvement.

In Years 11 and 13, students undergo mock examinations in May, the outcomes of which serve as predictive indicators for their potential performance in the final examinations scheduled for October/November in the case of January intake, or in January for those completing final exams in May/June for the August Intake.

The process of target setting is intricately connected to standardized tests such as MidYis, Yellis, and Alis, administered at the onset of each Key Stage. These standardized tests, supplemented by the careful consideration of teachers regarding students' learning styles, motivation, and individual needs, collectively contribute to a comprehensive approach to student assessment and academic support.

### **B. Information & Parental Meetings**

The school is committed to fostering meaningful engagement between parents, educators, and students through a series of structured Curriculum, Pastoral, and Parent-Teacher meetings. These sessions are designed to provide parents with comprehensive feedback on their child's academic progress and to actively involve them in their child's educational journey. Embracing an open-door approach, the school facilitates opportunities for parents to schedule sessions to discuss their child's progress with staff or members of the Senior Management Team (SMT) prior to formal invitations.

For specific details regarding Parent-Teacher Meetings (PTM), Information Meetings, and Open Days, parents are encouraged to refer to the school calendar for accurate and up-to-date information. This ensures transparency and allows parents to stay informed about the various opportunities available to participate in their child's educational experience.