

## CURRICULUM POLICY

|                            |                |                         |
|----------------------------|----------------|-------------------------|
| <b>Approved by:</b>        | Catriona Olsen | <b>Date:</b> 30/07/2025 |
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## The Inspired Philosophy

As part of the Inspired Group, we are also guided by the philosophy of the Inspired group:

- *A child's education is the single most important consideration for any parent or carer*
- *At Inspired, we believe that it is an individual's total educational experience that instils the knowledge, attitudes, beliefs, and values that they will carry with them for life.*
- *We believe that this set of knowledge, attitudes, beliefs, and values, instilled by education, will form the basis of how we approach the future.*

Inspired schools believe that these are the foundations on which we build and plan our lives. At King's InterHigh and Academy21, we welcome students with varied future pathways, including attending university, college, obtaining an apprenticeship, or going into the workplace. Being part of Inspired allows us to cater for our rich and varied student community through an inclusive and positive approach that maintains high expectations of all our students with their own aspirations.

## Our vision and aims

King's InterHigh welcomes students with a variety of prior education experiences and with varied aims. At the core of our mission, we strive to be a versatile haven for all students. Our vision is to provide a curriculum and experience that empowers students to explore their learning interests, accommodate their other priorities, and offers the structure necessary to achieve their goals. We seek to create the conditions for this – a purposeful learning environment, the ability to focus and challenge oneself and a sense of safety and value for every child.

We have core aims that underpin this vision. They are to:

1. provide a **high quality, positive and inclusive learning experience and environment** that inspires all students to discover, develop and fulfil their potential and make outstanding progress in their learning whatever their starting point.
2. promote **desirable behaviour and a culture of mutual respect and maximum engagement** in learning through our actions and wider culture.
3. **recognise the successes and development of each student**, be it social, emotional, academic, or otherwise, that develops self-esteem, and respect for self and others.

Our vision encompasses several key themes that merit further elaboration:

**Participation:** We believe educational success comes from students actively participating in learning through attending live classes or using lessons recordings and resources actively; submitting set work; engaging with their peers or just following feedback to improve. As a school we set conditions for our staff and students to be reflective on their efforts and act with integrity, building a culture of improvement and contribution to community that ultimately makes everyone's impact on the world a positive one.

**Holistic development:** In a rapidly evolving digital world, we take seriously the holistic development of our students and aim to equip students with the tools and attitudes to navigate technology and global relationships positively. We have robust actions in place to keep school free from more negative instances that might occur in other settings such as bullying or disruption.

**Inclusivity and flexibility:** We are inclusive, and we want every child, regardless of additional needs, to be the best version of themselves through the support of our flexible schooling and adaptive teaching.

## 1. Curriculum aims

- Our curriculum has a dual focus on nurturing students' academic and personal development.
- The curriculum offer made to parents and students offers sufficient breadth and particular depth of study – a relevant range of experiences carefully mapped out within and across subjects for each age phase so that students build cumulatively their knowledge, skills and understanding.
- To emphasize quality, we will focus, at all phases of the student's schooling, on the core essence of what it means to be a linguist, a writer, a scientist or a historian, to help each student develop an appreciation of excellence in subject domain learning.
- We will also seek to focus on what students can do as well as what they know by developing core thinking and social skills / attributes to aid them in making connections in their learning in preparation for later life.
- We recognise that families selecting an online education at King's InterHigh for their child do so for a range of reasons - we offer full flexibility to parents and carers in terms of the academic curriculum options they adopt at each key stage.
- The curriculum is successfully adapted, designed and developed to be ambitious and to meet the additional needs with which many of our students present. It develops through increasingly personalised learning, their knowledge, skills and abilities so they can apply what they know and can do with increasing fluency and independence.
- Our curriculum is delivered in a safe, online environment where students can practice navigation of the digital social world to develop confidence, perceptiveness and wisdom.

## 2. Curriculum overview

- Our [Key Stage 2 curriculum](#) provides children with a rich, comprehensive and engaging educational experience. It includes a complete curriculum package featuring seven core subjects, delivered by both class teachers and subject specialists. Additionally, the curriculum offers built-in flexibility to accommodate the diverse needs of families.
- Our [Key Stage 3 Curriculum](#) is planned to engage students, and foster a love of learning, giving them the chance to discover their strengths and which subjects they have a passion for before making their IGCSE course choices at the end of Year 9. Students can supplement our core offer of Maths, English and Science plus pastoral with a selection of 5 or more additional subjects of their choice. For flexibility, students studying in our online school can enrol into as many or as few of the subjects from the core list of 3 subjects, and 5 optional courses.
- In our [Key Stage 4 Curriculum](#), most of the core International GCSE examination subjects we offer follow the examination board Pearson Edexcel. The programme for each subject is both engaging and promotes independent learning and further enquiry. Students select 8 IGCSE subjects as part of the KS4 Core Package including Maths, English Language and a Science subject. Students can select to study further sciences, languages, additional or assured course subjects.

We also offer a range of Assured Courses - Assured subjects are an opportunity to follow passions, develop practical understanding, and build a portfolio for the future. Assured subject qualifications are awarded by the City & Guilds body, but these courses are not IGCSE or GCSE qualifications.

- Our [Key Stage 5 Curriculum](#) enables students to choose from two equally high quality, internationally recognised curriculums to study online. Students can study AS and A Levels or the International Baccalaureate Diploma Programme. To study the IBDP students must follow the 'Diploma' route of 6 subjects plus the DP core. A Levels offer further flexibility, with our core package of 3 A levels being typical but students able to student 1 to 5 subjects at AS or A Level.

## 2.1 Subject list per key stage, per timetable

### Primary:

#### KS2 UK Timetable:

| UK Yr3             | UK Yr4            | UK Yr5            | UK Yr6            |
|--------------------|-------------------|-------------------|-------------------|
| <b>Core offer:</b> |                   |                   |                   |
| Circle Time        | Circle Time       | Circle Time       | Circle Time       |
| Assembly           | Assembly          | Assembly          | Assembly          |
| Active Time        | Active Time       | Active Time       | Future Skills     |
| Maths              | Maths             | Maths             | Active Time       |
| English            | English           | English           | Maths             |
| Science            | Science           | Science           | English           |
| Humanities         | Humanities        | Humanities        | Science           |
| French or Spanish  | French or Spanish | French or Spanish | Humanities        |
| STEM               | STEM              | STEM              | French or Spanish |
| Creative Media     | Creative Media    | Creative Media    | STEM              |
|                    |                   |                   | Creative Media    |
| <b>Optional:</b>   |                   |                   |                   |
| Computer Science   | Computer Science  | Computer Science  | Computer Science  |
|                    |                   | Music             | Music             |
|                    |                   | Drama             | Drama             |

#### KS2 Middle East Timetable:

| GST Yr3            | GST Yr4          | GST Yr5          | GST Yr6          |
|--------------------|------------------|------------------|------------------|
| <b>Core Offer:</b> |                  |                  |                  |
| Circle Time        | Circle Time      | Circle Time      | Circle Time      |
| Assembly           | Assembly         | Assembly         | Assembly         |
| Active Time        | Active Time      | Active Time      | Active Time      |
| Maths              | Maths            | Maths            | Maths            |
| English            | English          | English          | English          |
| Science            | Science          | Science          | Science          |
| Humanities         | Humanities       | Humanities       | Humanities       |
| French or Arabic   | French or Arabic | French or Arabic | French or Arabic |
| STEM               | STEM             | STEM             | STEM             |
| Creative Media     | Creative Media   | Creative Media   | Creative Media   |
| <b>Optional:</b>   |                  |                  |                  |
| Computer Science   | Computer Science | Computer Science | Computer Science |

### KS2 Southeast Asia Timetable:

| GST Yr4            | GST Yr5          | GST Yr6          |
|--------------------|------------------|------------------|
| <b>Core offer:</b> |                  |                  |
| Circle Time        | Circle Time      | Circle Time      |
| Assembly           | Assembly         | Assembly         |
| Active Time        | Active Time      | Active Time      |
| Maths              | Maths            | Maths            |
| English            | English          | English          |
| Science            | Science          | Science          |
| Humanities         | Humanities       | Humanities       |
| Spanish            | Spanish          | Spanish          |
| STEM               | STEM             | STEM             |
| Creative Media     | Creative Media   | Creative Media   |
| <b>Optional</b>    |                  |                  |
| Computer Science   | Computer Science | Computer Science |

### **Key Stage 3:**

### KS3 UK Timetable

| UK Yr7                      | UK Yr8           | UK Yr9           |
|-----------------------------|------------------|------------------|
| <b>Core:</b>                |                  |                  |
| Reflect                     | Reflect          | Reflect          |
| Assembly                    | Assembly         | Assembly         |
| Cycle Test                  | Cycle Test       | Cycle Test       |
| PSHE                        | PSHE             | PSHE             |
| Maths                       | Maths            | Maths            |
| English                     | English          | English          |
| Science                     | Science          | Science          |
| <b>Optional - choose 5:</b> |                  |                  |
| French                      | French           | French           |
| Spanish                     | Spanish          | Spanish          |
| Film                        | Film             | German           |
| Computer Science            | Computer Science | Film             |
| STEM                        | STEM             | Computer Science |
| Creative Media              | Creative Media   | STEM             |
| Drama                       | Drama            | Creative Media   |
| Music                       | Music            | Drama            |
| Art                         | Art              | Music            |
| RS                          | RS               | Art              |
| History                     | History          | RS               |
| Geography                   | Geography        | History          |
|                             |                  | Geography        |

### KS3 Middle East Timetable:

| GST Yr7                     | GST Yr8          | GST Yr9          |
|-----------------------------|------------------|------------------|
| <b>Core:</b>                |                  |                  |
| Reflect                     | Reflect          | Reflect          |
| Assembly                    | Assembly         | Assembly         |
| Cycle Test                  | Cycle Test       | Cycle Test       |
| PSHE                        | PSHE             | PSHE             |
| Maths                       | Maths            | Maths            |
| English                     | English          | English          |
| Science                     | Science          | Science          |
| <b>Optional - choose 5:</b> |                  |                  |
| French                      | French           | French           |
| Spanish                     | Spanish          | Spanish          |
| Arabic                      | Arabic           | Arabic           |
| Computer Science            | Computer Science | Computer Science |
| STEM                        | STEM             | STEM             |
| Creative Media              | Creative Media   | Creative Media   |
| History                     | History          | History          |
| Geography                   | Geography        | Geography        |

### KS3 Southeast Asia Timetable:

| APAC Yr 7                   | APAC Yr 8        | APAC Yr9         |
|-----------------------------|------------------|------------------|
| <b>Core:</b>                |                  |                  |
| Reflect                     | Reflect          | Reflect          |
| Assembly                    | Assembly         | Assembly         |
| Cycle Test                  | Cycle Test       | Cycle Test       |
| PSHE                        | PSHE             | PSHE             |
| Maths                       | Maths            | Maths            |
| English                     | English          | English          |
| Science                     | Science          | Science          |
| <b>Optional - choose 5:</b> |                  |                  |
| Computer Science            | Computer Science | Computer Science |
| STEM                        | STEM             | STEM             |
| Creative Media              | Creative Media   | Creative Media   |
| History                     | History          | History          |
| Geography                   | Geography        | Geography        |
| Spanish                     | Spanish          | Spanish          |

### **Senior School:**

#### KS4 UK Timetable:

| UK Yr10      | UK Yr11 |
|--------------|---------|
| <b>Core:</b> |         |



|                             |                         |
|-----------------------------|-------------------------|
| Reflect                     | Reflect                 |
| Assembly                    | Assembly                |
| Cycle Test                  | Cycle Test              |
| Maths                       | Maths                   |
| English Lang                | English Lang            |
| A Science subject*          | A Science subject*      |
| <b>Optional - Choose 5:</b> |                         |
| Arabic                      | Arabic                  |
| Art & Design                | Art & Design            |
| Biology                     | Biology                 |
| Business                    | Business                |
| Chemistry                   | Chemistry               |
| Computer Science            | Computer Science        |
| *Double Science             | *Double Science         |
| Economics                   | Economics               |
| English Lit                 | English Lit             |
| Film                        | Film                    |
| French                      | French                  |
| Further Maths               | Further Maths           |
| Geography                   | Geography               |
| German                      | German                  |
| History                     | History                 |
| ICT                         | ICT                     |
| Physics                     | Physics                 |
| Psychology                  | Psychology              |
| RS                          | RS                      |
| *Single Award Science       | *Single Award Science   |
| Spanish                     | Spanish                 |
| <b>Assured Courses:</b>     |                         |
| Computer Game Design        | Computer Game Design    |
| Drama                       | Drama                   |
| Health & Wellbeing          | Health & Wellbeing      |
| International Relations     | International Relations |
| Music                       | Music                   |

\*Chosen as Science core option

KS4 Middle East Timetable:

| GST Yr10          | GST Yr11          |
|-------------------|-------------------|
| <b>Core:</b>      |                   |
| Reflect           | Reflect           |
| Assembly          | Assembly          |
| Cycle Test        | Cycle Test        |
| Maths             | Maths             |
| English Lang      | English Lang      |
| A Science subject | A Science subject |



| Optional - Choose 5: |                  |
|----------------------|------------------|
| Arabic               | Arabic           |
| Biology              | Biology          |
| Business             | Business         |
| Chemistry            | Chemistry        |
| Computer Science     | Computer Science |
| English Lit          | English Lit      |
| French               | French           |
| Further Maths        | Further Maths    |
| Geography            | Geography        |
| History              | History          |
| Physics              | Physics          |
| Spanish              | Spanish          |
| Economics            | Economics        |

#### KS4 Southeast Asia Timetable:

| APAC Yr10                   | APAC Yr11         |
|-----------------------------|-------------------|
| <b>Core:</b>                |                   |
| Reflect                     | Reflect           |
| Assembly                    | Assembly          |
| Cycle Test                  | Cycle Test        |
| Maths                       | Maths             |
| English Lang                | English Lang      |
| A Science subject           | A Science subject |
| <b>Optional - Choose 5:</b> |                   |
| Biology                     | Biology           |
| Business                    | Business          |
| Chemistry                   | Chemistry         |
| Computer Science            | Computer Science  |
| Further Maths               | Further Maths     |
| Geography                   | Geography         |
| History                     | History           |
| Physics                     | Physics           |
| English lit                 | English lit       |
| Economics                   | Economics         |
| Spanish                     | Spanish           |

#### **Sixth Form:**

#### KS5 UK Timetable:

| UK Yr12      | UK Yr13 |
|--------------|---------|
| <b>Core:</b> |         |
| Reflect      | Reflect |



|                                 |                        |
|---------------------------------|------------------------|
| Assembly                        | Assembly               |
| Cycle Test                      | Cycle Test             |
| <b>Optional - Choose 1 - 5:</b> |                        |
| Biology UK                      | Biology UK             |
| Biology INT                     | Biology INT            |
| Business                        | Business               |
| Chemistry UK                    | Chemistry UK           |
| Chemistry INT                   | Chemistry INT          |
| Classical Civilisation          | Classical Civilisation |
| Computer Science                | Computer Science       |
| Economics                       | Economics              |
| English Language                | English Language       |
| English Literature              | English Literature     |
| French                          | French                 |
| Further Mathematics             | Further Mathematics    |
| Geography                       | Geography              |
| German                          | German                 |
| History                         | History                |
| Law                             | Law                    |
| Maths                           | Maths                  |
| Media Studies                   | Media Studies          |
| Physics UK                      | Physics UK             |
| Physics INT                     | Physics INT            |
| Politics                        | Politics               |
| Psychology                      | Psychology             |
| Sociology                       | Sociology              |
| Spanish                         | Spanish                |
| Information Technology          |                        |
| <b>Additional Option:</b>       |                        |
| EPQ*                            | EPQ*                   |

#### KS5 Middle East Timetable:

| <b>GST Yr12</b>                 | <b>GST Yr13</b>  |
|---------------------------------|------------------|
| <b>Core:</b>                    |                  |
| Reflect                         | Reflect          |
| Assembly                        | Assembly         |
| Cycle Test                      | Cycle Test       |
| <b>Optional - Choose 1 - 5:</b> |                  |
| Biology                         | Biology          |
| Business                        | Business         |
| Chemistry                       | Chemistry        |
| Computer Science                | Computer Science |
| Economics                       | Economics        |
| Eng Lang                        | English Lit      |



|             |            |
|-------------|------------|
| English Lit | Geography  |
| Geography   | History    |
| History     | Maths      |
| Maths       | Physics    |
| Physics     | Psychology |
| Psychology  | Eng Lang   |

#### KS5 Southeast Asia Timetable:

| APAC Yr12                       | APAC Yr13        |
|---------------------------------|------------------|
| <b>Core:</b>                    |                  |
| Reflect                         | Reflect          |
| Assembly                        | Assembly         |
| Cycle Test                      | Cycle Test       |
| <b>Optional - Choose 1 - 5:</b> |                  |
| Biology                         | Biology          |
| Business                        | Business         |
| Chemistry                       | Chemistry        |
| Computer Science                | Computer Science |
| Economics                       | Economics        |
| Eng Lang                        | English Lit      |
| English Lit                     | Geography        |
| Geography                       | History          |
| History                         | Maths            |
| Maths                           | Physics          |
| Physics                         | Psychology       |
| Psychology                      | Eng Lang         |

#### **IBDP:**

| IB Yr12                  | IB Yr13            |
|--------------------------|--------------------|
| <b>Core:</b>             |                    |
| Reflect                  | Reflect            |
| Assembly                 | Assembly           |
| Cycle Test               | Cycle Test         |
| <b>DP Core Subjects:</b> |                    |
| TOK                      | TOK                |
| CAS                      | CAS                |
| EE                       | EE                 |
| <b>Choose 6:</b>         |                    |
| English Lit & Lang       | English Lit & Lang |
| Biology                  | Biology            |
| Business                 | Business           |
| Chemistry                | Chemistry          |
| Computer Science         | Computer Science   |
| Economics                | Economics          |



| ESS               | ESS               |
|-------------------|-------------------|
| Film              | Film              |
| French            | French            |
| French Ab initio  | French Ab initio  |
| German B          | German B          |
| Global Politics   | Global Politics   |
| History           | History           |
| Maths AA          | Maths AA          |
| Maths AI          | Maths AI          |
| Physics           | Physics           |
| Psychology        | Psychology        |
| Spanish           | Spanish           |
| Spanish Ab initio | Spanish Ab initio |
| Visual Arts       | Visual Arts       |

## 2.2 Career Guidance

We ensure that our students have access to a comprehensive range of information and resources to guide them between key stages and after KS5. Program that builds from KS2 to KS5, etc

As a school we seek to provide a world class careers education, following well regarded national frameworks like the Gatsby benchmarks but also what we see as effective practise in the online and international realm.

### Key Stage 5

Our dedicated Pathways Programme meets the needs of every student bridging the work they do in their academic curriculum with careers. The programme exposes students to employers, workplaces and higher education environments so they can make sound and inspiring choices. It is a reflective programme that responds to local and international changes, student interest and changes in industry.

The programme includes:

- Pathways Club - Drop-in sessions every week for support with choices, applications and plans.
- Future Coordinator - A dedicated staff member planning individual and group advice and application support.
- Unifrog, Bridge U & Pathway CTM – Access to world leading platforms full of advice, stories, tools and guides for every route and location. This includes psychometric testing, application building and university profiles.
- References and Personal Statements - Support for writing personal statements and academic staff to write references for UCAS or international routes.
- Assembly Sessions – focused sessions on all aspects of research to application including external speakers from higher education and industry.
- Tutor Sessions - Wellbeing support, peer discussion, 121 meetings, information and guidance.
- Information Packs - Bespoke packs to guide students on different pathways.

- Next Moment Programme - Prep sessions for students applying for elite universities – Oxbridge, Russell Group, etc
- Work Experience and Reading Week - Specialist weeks where we focus students on widening their development and experiences.

#### **Key Stage 4**

- Post-16 Options assembly with students
- Post-16 Options information evening with parents
- Subject choice booklet
- Unifrog – Access to the platform including advice, stories, tools and guides for every route and location.
- Tutor Sessions - Wellbeing support, peer discussion, 121 meetings, information and guidance.
- References – Head of Year provides references for various pathways
- PSHE – lessons including advice on interviews and CVs

#### **Key Stage 3**

- Year 9 Options assembly with students
- Year 9 Options information evening with parents including pathways information
- Subject choice guidance
- GCSE Taster lessons
- PSHE – parent drop-in event each term
- KS3 year-on-year subject options and transition events
- Bring your parent to school day – different career paths
- Project week focused on futures and choices

#### **Key Stage 2**

Careers, skills, qualities and abilities forms part of Year 6 Foundations and future skills.

Future Skills is a subject designed for Year 6 students, the curriculum focuses on equipping young children with essential skills and qualities that are crucial for their transition into Year 7 and beyond. This program covers a wide array of topics, including career exploration, where students learn about different professions and the skills required for each. Additionally, it emphasizes the development of key qualities such as resilience, adaptability, and effective communication. Leadership is a core component, encouraging students to take initiative, work collaboratively, and build confidence in their abilities. The rationale behind this curriculum is to prepare students for the rapidly changing world, where traditional roles are evolving, and new opportunities are emerging. By fostering these skills early on, students are better prepared to navigate the challenges of secondary education and the future workforce. The importance of developing these skills lies in empowering students to become proactive, self-aware, and capable individuals.

## 2.3 Induction Curriculum

We want to ensure that students joining Inspired Online Schools are welcomed and introduced to our systems in an informative and supportive way.

New students are sent an online induction pack including details of software required and step by step guides on how to use our systems when they enrol.

Students also join an induction course with a relevant member of staff for their year group. This live, interactive induction ensures that students can access their learning from their first day with us.

The induction curriculum includes:

- Structure of the school including roles
- The school day
- How we celebrate achievements
- School Houses
- Co-curricular programme
- Assessment processes
- Reporting
- Student hub
- Learning platform
- Lessons and how to use our classroom software

## 2.4 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:

- Students with higher prior attainment
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEND/AEN
- Students with English as an additional language (EAL)

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

Teachers will also take account of 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 in our SEND policy and information report.

### 3. Learning Model

With world-respected curriculum options, highly qualified and experienced teaching staff, and a proven online learning model, our students receive an outstanding education.

We adhere to the National Curriculum for England through primary school and lower secondary school (Key Stages 2 to 3), moving on to International GCSEs in upper secondary (Key Stage 4). At Sixth Form (Key Stage 5), students have two options: respected British A-Levels or the renowned International Baccalaureate® Diploma Programme. Our teachers are all UK and internationally qualified and trained in online schooling methodologies. Using a combination of digital tools, effective teaching methods, and innovative technologies such as VR and AR, students get an in-depth and engaging education in every subject.

We also pay close attention to all other core aspects of the educational experience. From socialisation to university support to wellbeing care, we're proud to offer our thriving global community a stellar learning environment.

#### 3.1 Learn and Explore Model

Our Learn and Explore model is a dynamic and interactive learning approach designed to engage students in Key Stage 2, 3 & 5. This model is characterised by small class sizes, allowing for personalised attention and fostering an environment conducive to in-depth learning.

In the Explore lessons, students engage with top-level concepts through discussions, digital tools and technologies, and breakout rooms. These lessons are tailored to the specific needs of each year group and key stage, ensuring that the learning is both relevant and challenging. The Explore lessons are preceded by a Learn lesson, which introduce students to new concepts and prepare them for a deeper exploration of specific topics. This proven, optimised learning model ensures that students gain a comprehensive understanding of each subject area.

#### 3.2 Discovery learning

The Discovery learning model represents a transformative learning pathway for students in Years 10 and 11. This innovative approach offers a dynamic and interactive learning experience, tailored to the needs of each student, and is designed to enhance their GCSE journey.

##### Rich Learning Content

Discovery sessions feature a diverse mix of video content, resources, formative assessments, discussion forums, and subject-specific learning strategies, all curated by our expert educators. This rich content is designed to engage students and deepen their understanding of each subject area.

##### Personalised Teaching Approach

Our teachers deliver key content, concepts, and skills while closely monitoring each student's progress and understanding. This real-time evaluation allows for a more tailored learning experience, ensuring that each student's needs are met. The insights gained from Discovery sessions enable us to personalise



Explore lessons even further, promoting student engagement and fostering critical thinking, creativity, and communication skills.

#### Flexible Learning Schedule

Students have the flexibility to complete one 40-minute Discovery session per subject at a time that is convenient for them. This flexibility accommodates different schedules and allows students to learn at their own pace, without sacrificing the quality of education. The asynchronous nature of Discovery sessions means that learning can happen at a pace that's comfortable for each student, with accessible entry points provided for students with SEND.

#### Inclusivity and Accessibility

Discovery sessions are designed to be inclusive and supportive, with materials that include dyslexia-friendly formatting and closed captions. Customised cues and supports are provided for SEND students, enhancing accessibility and understanding. This approach ensures a stable learning environment and a learning experience that's tailored to the needs of every student.

### 3.3 Apply

We use an online learning platform and lesson library for delivery and 24/7 access to subject materials. Classes are timetabled and lessons are taught live by fully qualified UK and internationally trained teachers, all trained in online teaching and learning. All lessons are recorded. Students apply the knowledge they have learned through “apply” or homework assignments and are assessed regularly through summative and formative assessments. Teachers use online break out rooms, chats, polls, quizzes as well as virtual simulations to encourage student interaction and foster engagement and understanding with the topic being discussed.

Each course provides access to the entire subject curriculum; this is available to access at anytime from anywhere. All lessons are digitally recorded and once a lesson has been delivered, students can review the lesson recording. Subject materials can help students track down exactly what they need. It is a fantastic resource to support students to consolidate their learning, master tricky concepts and prepare for examinations.

If for any reason a student has missed a lesson (i.e. sickness) they can watch the entire lesson via this digital archive.

### 3.4 Period allocation





| Periods             | Lower KS2    | Year 5       | Year 6       | KS3          | KS4          | KS5          |
|---------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Subject avg         |              |              |              | 9            | 8            | 3            |
| Learn               | 0            | 3            | 4            | 10           | 0            | 9            |
| Discovery           | 0            | 0            | 0            | 0            | 10           | 0            |
| Explore             | 18           | 15           | 15           | 12           | 16           | 12           |
| Cycle Test          | 0            | 0            | 0            | 2            | 4            | 4            |
| Active Time         | 1            | 1            | 2            | 0            | 0            | 0            |
| Assembly            | 1            | 1            | 1            | 1            | 1            | 1            |
| Reflect/Circle Time | 1            | 1            | 1            | 1            | 1            | 1            |
| Total Periods       | 21           | 21           | 23           | 26           | 32           | 27           |
| <b>Total hours</b>  | <b>14.00</b> | <b>14.00</b> | <b>15.33</b> | <b>17.33</b> | <b>21.33</b> | <b>18.00</b> |

We follow a spiral curriculum which builds on knowledge and understanding and subject specific skills across the key stage.

We encourage students to study a Modern Foreign Language for at least two years in succession before selecting it for a GCSE course.

### 3.5 Speaking, Listening, Literacy and Numeracy Skills

King's InterHigh recognise the pivotal role that speaking, listening, literacy, and numeracy skills play in the holistic development of our students. In our virtual classroom environment, we are committed to providing a supportive and engaging platform that nurtures these essential skills through thoughtfully designed activities and homework tasks.

#### Speaking and Listening Skills

Our virtual classroom environment offers a unique opportunity to develop speaking and listening skills through varied and flexible modes of communication. We understand that each student has different comfort levels when it comes to participation, and as such, we offer three contribution levels:

- **Level 3:** Students are comfortable using both camera and microphone.
- **Level 2:** Students communicate via microphone only.
- **Level 1:** Students communicate via text only.

These levels are set by parents or guardians through our Parent Hub, ensuring that each student's preferences are respected and that they can participate in a manner that suits their comfort level.

To foster speaking skills, students are encouraged to engage in activities such as reading aloud, participating in language lessons, and speaking during assemblies and reflection classes. Listening skills are honed through interactive discussions, peer presentations, and listening comprehension exercises. As students grow more confident, they are welcome to adjust their contribution level to participate more interactively.

#### Literacy Skills

Literacy is at the heart of our curriculum, and we strive to develop these skills through a comprehensive approach. Our lessons incorporate a variety of reading and writing activities designed to enhance



vocabulary, comprehension, and critical thinking. Students are encouraged to engage with diverse texts, participate in discussions, and produce written work that reflects their understanding and creativity.

Homework tasks are designed to reinforce classroom learning and provide opportunities for independent research and analysis. We also integrate digital literacy into our curriculum, equipping students with the skills to navigate and critically assess information in an increasingly digital world.

### Numeracy Skills

Numeracy skills are developed through a structured programme that emphasises understanding, application, and problem-solving. In our virtual classroom, students engage with interactive mathematical exercises that promote logical reasoning and analytical thinking.

Homework tasks are crafted to consolidate learning, encourage exploration of mathematical concepts, and apply these concepts to real-world scenarios. We utilise digital tools and resources to provide a dynamic and engaging learning experience, ensuring that students develop a robust foundation in numeracy.

### Additional Support

King's InterHigh offers additional services and courses for students with SEN or additional needs.

Our range of short, optional courses provide a comprehensive solution for students who need more support to thrive at and beyond school. Our offer includes both wellbeing and academic services that compliment a student's existing subject timetable.

Confidence with reading and writing is fundamental for academic success. Many students can benefit hugely from some extra support in this area. Literacy Support sessions provide an opportunity to consolidate and develop skills within a nurturing environment. All sessions are taught by experienced subject specialists who are trained in dyslexia-friendly teaching approaches and formatting.

Numeracy Support provides students with the skills to counter a lack of confidence in maths, thus tackling the potential for maths-based anxiety that can affect some individuals. Our maths support sessions provide an opportunity to consolidate and develop skills within a nurturing environment. All sessions are taught by experienced subject specialists with full qualified teacher status (QTS)—who are trained in inclusion-based teaching approaches and formatting.

## 3.6 Physical Education

King's InterHigh is committed to providing students with ample opportunities for physical education, recognising its vital role in promoting health and wellbeing. Despite the online nature of our school, we have developed a comprehensive programme that integrates physical activity into the daily routines of our students.

We offer a diverse range of co-curricular activities designed to cater to various interests and age groups. For Key Stage 2, students can participate in Yoga Club, NSEA - Equestrian, and Fun Fitness Club. As students progress to Key Stage 3, they have access to NSEA - Equestrian, Yoga, Mind and Body Club, Gardening Club, and Fun Fitness Club. In Key Stages 4 and 5, students can join the Yoga Nidra Club and Gardening Club, providing continuity and progression in their physical education journey.



Our international and national sports opportunities further enhance students' engagement, fostering a sense of community and healthy competition. The annual house competition encourages exercise and camaraderie across all year groups. In our primary school, we dedicate active time once a week to instil the importance of regular physical activity from an early age. Physical activities are incorporated into assemblies for example, chair yoga, dancing, exercise in Key Stage 3. Our Health and Wellbeing programme for Key Stages 4 and 5 includes assemblies focused on body balance and chair yoga, ensuring that students maintain physical activity as a core component of their education. We conduct whole school House Events one a year centred on wellbeing and being active.

Additionally, we encourage students to utilise their free periods for exercise, promoting a balanced lifestyle.

#### **4. Monitoring the implementation of the curriculum**

The effectiveness of how the curriculum is implemented together with its overall impact on student outcomes is continuously monitored in a variety of ways:

- Learning Walks conducted by Senior Leaders, Heads of Subject and Heads of Year
- Formal lesson observations
- Work scrutiny – e.g. monitoring the frequency and effectiveness of marking and feedback in student grade books
- Discussions with students
- Student and parent / carer questionnaires
- Education Leadership Team (ELT) meetings and line management meetings between members of ELT
- Outcomes / data analysis on key metrics relating to achievement, attendance, retention
- School evaluation meetings, where evidence on curriculum intent, implementation and impact are discussed.
- Comparison to standardised national benchmarks
- Staff professional development programme and subject leadership meetings

#### **5. Links with other policies**

This policy links to the following policies and procedures:

- Assessment policy
- SEND policy and information report
- Equality policy
- RSE policy
- Behaviour Policy
- Safeguarding Policy
- PSHE Policy
- e-Safety Policy
- EAL Policy

