Kimbolton School
Cambridgeshire

CURRICULUM POLICIES AND ACADEMIC GUIDE – SENIOR SCHOOL

Policy Owner: This policy is the responsibility of the Deputy Head (Academic)
Governor: Education
Policy Summary Statement: This suite of policies covers key aspects of our educational provision at Senior School.

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Kimbolton School
Cambridgeshire

Curriculum Policy and Academic Guides – Senior School

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CURRICULUM POLICY

OVERVIEW

The School's primary goal is to enable each child to achieve his or her full academic and individual potential. The academic development of each pupil is of paramount importance and pupils are expected to achieve standards above the national norm; to show willingness to learn and progress in their studies; to commit time and effort to their work; and to question and evaluate their own work and progress. Work should be taught and learnt with a sense of commitment and enjoyment. Our curriculum is intended to provide the fullest and broadest experience for every pupil.

At Kimbolton, pupils acquire knowledge, skills and understanding progressively. Lessons have clear aims and purposes and cater appropriately to the abilities and needs of the pupils and ensure the full participation of all. We respect and promote the individuality of all our pupils including those with special talents and those with learning difficulties, whose needs are addressed, and specialist provision and support is available in accordance with SENDA and the Equality Act 2010. All pupils in the school benefit from regular tutorial time for pastoral and academic support.

This policy should be read in conjunction with:

- RSE Policy
- SENDA Policy
- Careers Policy

AIMS

- To value each individual for their talents and foster a love of learning for all.
- To provide a rounded education and curriculum which encompasses both academic and extracurricular activity and is in harmony with the ethos of the school.
- To provide subject matter appropriate for the age, ability, aptitudes and needs of all pupils, including those pupils with SENDA, with or without an education, health, and care plan (EHCP), and/or protected characteristics/disabilities.
- To encourage high standards and provide opportunities and challenge for pupils in all discipline areas.
- To allow all pupils to learn and make progress through acquiring speaking, listening, literacy and numeracy skills.
- To develop independent thinking and stimulate curiosity and creativity.
- To provide a framework through PSHE and careers guidance which supports the development of personal and social responsibility and integrity and enables pupils to make informed choices.
- To support tolerance and respect for others, facilitating equality of opportunity by upholding the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs throughout our curriculum.
- To prepare pupils for lifelong learning and being global citizens.

The school defines its learning environment through the Kimbolton Learning DNA. The Kimbolton Learning DNA sits at the heart of the school's learning environment. It shapes our approach to curriculum, teaching and enrichment, ensuring that pupils develop the knowledge, skills and personal qualities needed to thrive academically and contribute positively to their own development.



OPPORTUNITY TO LEARN AND MAKE PROGRESS FOR ALL PUPILS

Please refer to the following policies:

- Access Arrangements policy
- Accessibility Policy
- Admissions Policy
- Anti Bullying Policy
- Behaviour Policy
- Equal Opportunities for Pupils Policy
- SENDA Policy
- EDI Policy

Staff understand the school's obligations regarding the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Through our curriculum, both explicitly and implicitly, we establish and maintain a culture of inclusivity and equality, with value of the individual at the heart.

The school is committed to a high-quality educational experience for all pupils. Our curriculum and associated schemes of work are accessible to pupils of all aptitude and abilities. Where the curriculum does not serve the need of a specific pupil, reasonable adjustments are made, for example EAL pupils may not take a MFL. As well as differentiation in the classroom, we ensure that areas such as our admissions process and educational trips are accessible to all.

We ensure that those with special educational needs and/or disabilities or learning difficulties; for whom English is an additional language; of exceptional ability; who perform a caring role at home as young carers; looked after children or previously LAC receive the support they need to achieve educationally. The pastoral structures of the school provide the initial point of support and assistance in these circumstances. Where individual needs or circumstances are suspected of hindering progress and learning, or where an assessment has been completed with recommendations, support provision is led by the Academic Support Department. Appropriate details, including teaching strategies, are shared with teachers and tutors. Support for pupils for whom English is not their first language (EAL) is provided a specialist EAL teacher. Additional support lessons are available if appropriate. Tests are conducted on entry to ensure that our curriculum will benefit the pupil.

Appropriate stretch, challenge and extension activities are provided to meet the needs of our most able pupils.

Child protection and pupil well-being are central to the school providing a safe learning environment which allows each pupil to learn and make progress. Individual care and monitoring is provided through our pastoral structures with each pupil under the care of a tutor and Head of House. Wider support is provided by our nursing team, mental health lead, school counsellor and l chaplain.

Where a pupil may require focus on a particular target during the year there is a progress card structure in place. Targets are set in agreement with the pupil and shared with teachers and parents. Progress cards are electronic allowing all parties real time access to feedback. Pupil voice is an important part of this process, and pupils are asked to provide their own feedback at least once a week. Progress cards are monitored and reviewed by tutors/Head of House.

To further support what is taught in the classroom and to allow individual pupils the opportunity to revise and review topics already covered, a number of academic subjects offer lunch time surgeries alongside revision sessions for examination years.

EDUCATIONAL VISITS

The school is committed to offering pupils the opportunity to participate in educational visits including day trips, national and international residential trips. A significant and varied programme of educational trips are undertaken each year. Trips are offered as a means of enhancing learning and supporting the developing of wider skills such as teamwork.

THE WIDER CURRICULUM

The school believes in an all-round education with opportunities for pupils to develop their potential outside of formal academic lessons. Extra-curricular activities develop a range of character attributes, such as resilience and grit, which underpin success in education and employment. Interaction with the community, participation in matches against other schools, and in competitions further enhances the pupil's learning.

All pupils have access to sporting, cultural and creative opportunities. This widens pupils' range of experience, allowing them to develop in mind and body and building their self-esteem. We run an after school and lunch time activities programme, as well as annual events such as Arts Week and Field Weekend. Combined Cadet Force (CCF) and community service options are available to our senior pupils on a Thursday afternoon and Sixth Form have an additional enrichment programme on a Thursday. All pupils have games sessions at least once a week. A significant number of pupils complete the Duke of Edinburgh Award Scheme.

AREAS OF EXPERIENCE

LINGUISTIC

We develop pupils' communication skills and increase their command of language through listening, speaking, reading, and writing in English as well as in Modern Foreign Languages, where these areas are assessed as core skills. Communication, presentation, and literacy skills are developed in all subjects. We also offer many opportunities for pupils to develop formal debating skills in English lessons and through Debating Clubs as well as public speaking skills by providing opportunities such as through taking part in assemblies. Drama lessons are offered to all 1st -3rd Form pupils and there are many opportunities to be involved in school plays.

MATHEMATICAL

Numeracy & mathematical skills are encouraged in all subjects and particularly developed in sciences, computer science/digital learning and design & technology. Our curriculum helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Pupils' knowledge and understanding of mathematics is developed in a variety of ways including practical activity, exploration, and discussion.

SCIENTIFIC

We increase pupils' knowledge and understanding of nature, materials and forces and develop skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting practical investigations and experiments, and recording their findings. The Kimbolton Science Week celebrates these skills and experiences.

TECHNOLOGICAL AND DIGITAL

We support pupils in developing, planning, and communicating ideas through working with tools, equipment, materials, and components to produce good quality products as well as learning how to evaluate the processes and products. Senior School pupils have an iPad to work on in school. Digital Learning is taught to all pupils at KS3, with Computer Science on offer at GCSE and A level. Food & Nutrition and DTE also fall under this area.

AESTHETIC AND CREATIVE

Our curriculum embraces opportunities for pupils to engage with the practical processes of making, composing, and inventing. This is clearly seen in, although not limited to, Art, music, drama and the study of literature which all call for personal, imaginative as well as practical responses in this area.

PHYSICAL

We develop our pupils' physical control and co-ordination as well as their tactical skills and imaginative responses and help them to evaluate and consequently improve their performances. Through this area of the curriculum, pupils acquire knowledge and understanding of the principles of fitness and health. Timetabled PE and Games lessons in each key stage make use of both indoor and outdoor facilities.

HUMAN AND SOCIAL

We teach our pupils about people and their environment and how human interaction, now and in the past, has influenced events and conditions. Under this area we incorporate History and Geography, PRE, as well as aspects of Moral, Spiritual and Cultural awareness and development.

PSHE

PSHE (Personal, Social, Health and Economic Education). PSHE provides all of our pupils with an education that prepares them for life, for all the opportunities and challenges that they face now and in the future from making informed decisions about drugs and alcohol to managing pupil loans and succeeding in their first job. In the Senior School, timetabled PSHE lessons are available to all pupils and follow the PSHE Association recommended structure.

TEACHING

Teachers treat pupils with dignity, build relationships rooted in mutual respect, at all times observing proper boundaries appropriate to a teacher's professional position having regard to the need to safeguard pupils' well-being.

Excellent planning, teaching, tracking and monitoring underpin our curriculum. Teaching nurtures academic interest and engagement, whilst developing independence in a supportive environment.

Teaching:

- Promotes high levels of challenge and ambition, allowing all pupils to acquire new knowledge and make excellent progress regardless of current attainment.
- Demonstrates an excellent understanding of pupil needs and motivations and ensures they are considered when delivering lessons.
- Nurtures pupils' self-motivation, interest in learning, and the ability to think for themselves.
- Is supported by well-planned lessons and the application of appropriate teaching methods and classroom management.
- Adapts to the needs of learners, responding to prior knowledge and addressing misconceptions.
- Demonstrates and imparts excellent subject knowledge.
- Is evidence-led, to employ best practices and maximise impact.
- Includes frameworks to assess pupil work and use that information to plan to ensure pupil progress is made.
- Creates a learning environment where pupils feel age to participate and taken intellectual risks, learning from mistakes.
- Supports the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Does not discriminate against pupil's contrary to Part 6 of the Equality Act 2010.
- The school monitors the implementation of this policy through:
- Annual departmental reviews (including public exam results analysis).
- Appraisal and professional development (PDR).
- New staff induction programme and probationary review.
- Learning Walks.
- Marking audits and work scrutiny.
- National Teaching Standards underpin all expectations. They are:
- Set high expectations which inspire, motivate and challenge pupils.
- Promote good progress and outcomes by pupils.
- Demonstrate good subject and curriculum knowledge.
- Plan and teach well-structured lessons.
- Adapt teaching to respond to the strengths and needs of all pupils.
- Make accurate and productive use of assessment.
- Manage behaviour effectively to ensure a good and safe learning environment.
- Fulfil wider professional responsibilities.

The school's own bespoke Teaching & Learning expectations are encapsulated in the INSPIRE Framework.

		What does this look like for you in the classroom?
I	**Inquisitive** Learning	**Curiosity**-driven exploration through Enquiry Based Learning
		A culture of asking questions and investigating problems
		Opportunity to construct and drive your own learning
N	**Nurturing** attitudes, skills, & knowledge	*Attitudes*: opportunities to develop engagement, motivation, reflection & **courage**
		Skills: opportunities to work collaboratively, think critically and creatively
		Knowledge: opportunities to develop strong subject understanding with real world relevance
S	**Structured** adaptive strategies	Learning that is well-planned, clear yet flexible
		Learning is accessible to all
		Learning opportunities offer you choice & autonomy
P	**Performance** – assessment & feedback	Ongoing assessment checks your understanding and identifies misconceptions
		Feedback is timely and constructive, driving your learning forwards
		Opportunities to reflect and build on feedback yourself
I	**Integrity** in learning	A culture of metacognition (thinking about and understanding your own thinking)
		High expectations for all including digital integrity
		Opportunities to **endeavour** and perseverance; seeing learning as a process and mistakes as an opportunity for growth
R	**Relationships** – strong and positive	Classroom culture is rooted in trust, respect and **kindness**
		Teachers work alongside you, not at you
		Teacher and peer relationships foster school values and a sense of belonging
E	**Engaging** learners through active learning	Opportunities to engage in meaningful talk based learning and hands-on problem-solving
		Your voice plays a role in driving and shaping your learning experiences
		Digital integration complements your engagement and responsible learning

Kimbolton Learning DNA

Learning that Inspires

DIGITAL LEARNING

The school actively develops digital literacy and prepares pupils for a digital future through the safe, ethical and effective use of technology. The Digital School:

- Enhances learning through purposeful, effective and age-appropriate use of technology
- Develops a creative and confident approach to digital literacy
- Broadens access to learning, collaboration and independent study
- Prepares pupils for future study, employment and digitial citizenship.

Digital Teaching and Learning includes:

- Digital Learning as a complement to traditional and teaching and learning
- A Virtual Learning Environment (Kimbolton Pupil Docs)
- Active classroom IT – Apple TVs & IWBs
- Blended learning' – Making use of internet with collaborative, active learning in lessons
- Use of eBooks and other digital resources
- Digital assessment and assignments
- Use of on-line lectures and courses for extension and enrichment
- Teachers use the opportunities offered by the technology and collaborative learning occurs

All pupils receive formal Digital Learning lessons up until the end of 3rd Form. Computer Science is an option at GCSE and A-level. More traditional ICT skills e.g., using Microsoft Suite are supported through applied use in academic subjects. Pupils work on individual devices and have access to a wide range of school services including their email, the school portal, the virtual learning environment, and their personal documents area. Digital resources are introduced based on their ability to contribute to and enhance pupil learning.

LEARNING RESOURCE CENTRE

The Vanbrugh Library at the Senior School holds a stock of over 11,000 books, eBooks, periodicals -based online resources AccessIt, our searchable library catalogue of all resources, is available via the school intranet

The library is open throughout the school day for Sixth Form private study, whole class use and individual research tasks. At lunchtime and after school, all pupils may use the library to study, complete homework, choose resources or relax and read.

Pupils are encouraged to make the most of their library and of the wider world of information through a structured approach to the teaching of information skills. In addition, personalised reading lists, use of the Accelerated Reader Programme, promotional work by the Kimbookworms, competitions and quizzes, all aim to help pupils develop a love of literature. Whilst Accelarated Reader enables the monitoring of reading habits and standards.

Regular visits from authors provide workshops for pupils of all ages. Such activities serve as a catalyst for creativity and help to inspire pupils to further explore the world of literature.

CURRICULUM ORGANISATION

Kimbolton School operates a 5-day week timetable of 6 periods a day, with an activities programme on Saturday mornings.

1st – 3rd FORM CURRICULUM ORGANISATION

The school offers a broad and balanced curriculum from the 1st Form onwards. In the 1st –3rd Form all pupils follow a core curriculum of English; Mathematics; French; Spanish; History; Geography; Biology; Chemistry; Physics; Music; Philosophy, Religion and Ethics; Physical Education; Games; Drama; Digital Learning; Personal Social and Health Education (including Careers & GCSE Options Guidance in the 3rd). Art; Food & Nutrition; Design Technology form a compulsory part of the 1st – 2nd curriculum and in the 3rd Form pupils are able to select 2 out of three subjects.

The allocation of lessons to subjects is set out in the following table:

Subject	1st Form	2nd Form	3rd Form
Art	2	2	2**
Biology	1	1	2
Chemistry	1	1	2
DT	2	2	2**
Digital Learning	1	1	1
Drama	1	1	1
English	3	3	3
FN	2	2	2**
French	2	2	2
Games	2	4	2
Geography	1	2	1
History	2	1	1
Mathematics	3.5	3.5	3.5
Music	1	1	1
PE	2	1	1
Physics	1	1	2
P.S.H.E.***	0.5	0.5	0.5
PRE	2	1	1
Spanish	2	2	2
Tutor Period	1	1	0
TOTAL	30	30	30

** 3rd Form Option of 4 creative periods. 2 Creatives from 3 with first choice guarantee
*** Operates on an alternating fortnightly lesson with Maths

GCSE CURRICULUM ORGANISATION

The same approach to a broad and balanced curriculum operates in the 4th and 5th Form where pupils have their first chance to opt for subjects to be taken for GCSE/IGCSE. All pupils take English Language, English Literature and Mathematics, a modern foreign language (French & Spanish), a science option (Double Award or Separate), a Humanity (History, Geography or PRE) and choices of other Creative/Technical subjects to make up 9 GCSEs in total (Art, Computer Science, DT (IGCSE Design (Engineering)), DT (IGCSE Product Design), Drama, FN, Music. Pupils in Biology, Chemistry, Physics, Double Science, Maths, History, French, Music and Spanish sit IGCSEs. Pupils in the top two Maths sets take an additional L2 Certificate in Further Maths during the 5th Form. Bottom set Maths sets may take Foundation level GCSE in November of the 4th Form and higher tier in the 5th Form. All pupils continue with lessons in Personal Social & Health Education (including Careers Guidance) and Physical Education in the 4th Form.

The allocation of lessons to subjects is set out in the following table:

Subject	4th Form	5th Form
English	3.5*	4
Mathematics	3.5**	3.5
Option Block 1	3	3
Option Block 2	3	3
Option Block 3	3	3
Option Block 4	3	3
Option Block 5	3	3
Option Block 6	3	3
Physical Education	0.5*	0
Games	2	2
P. S. H. E.	0.5**	0.5
C.C.F. or C.S.U.	2	2
Tutor Period	0	0
TOTAL	30	30

*English and PE alternate weeks for 1 period
**Maths & PSHE have an alternating fortnightly lesson

A-LEVEL CURRICULUM ORGANISATION

All Lower Sixth pupils choose three A Level subjects from the list below (some have Further Maths as their 4th subject).
A Level subjects: Art; Art: Critical & Contextual; Biology; Business; Chemistry; Computer Science; Design & Technology; Drama; Economics; English Language; English Literature; French; Geography; History; Maths; Further Maths; Music; PE; Philosophy, Religion and Ethics; Photography; Physics; Politics; Psychology, Spanish
Subjects are allocated 6 taught periods U6th subjects are allocated 6 periods per week. Modern linguists spend one additional half period in conversation practice with the language assistants. Oxbridge and STEP pupils are expected to attend extra lessons as required by relevant departments.
In addition, all pupils take part in one of the Games options on a Wednesday afternoon. In the Sixth Form, pupils also opt for an activity or Extension Course that takes place on Thursday afternoon. There is a broad menu of courses on offer including community service, ceramics and cooking. Upper and Lower Sixth pupils also take a Citizenship Course of one period per week involving lectures on topical issues, current affairs, areas of general academic interest, careers, higher education, preparation for university and leaving school. This is part of our Sixth Form Supercurriclum programme which includes the Extended Project Qualification and Thinking Aloud lessons for Lower Sixth pupils. Thinking Aloud sessions explicitly develop pupils' thinking and discussion skills through a bespoke Theory of Knowledge course. EPQ or an equivalent researched based activity is undertaken by all L6 pupils who submit their completed projects by December of their U6 year.

The allocation of lessons to subjects is set out in the following table:

Subject	Lower 6th	Upper 6th
A Level Subject 1	6	6
A Level Subject 2	6	6
A Level Subject 3	6	6
Super Curriculum	3	1
Private Study	5	6
Games	2	2
CCF, CSU or Extension Courses	2	2
Post 18 Support lesson	-	1
TOTAL	30	30

ENTRY TO SIXTH FORM

Admission to Sixth Form requires pupils to have met the entrance requirements of at least 5 GCSEs at grades at 6 or above, with passes in Maths and English. Subjects to be studied at A Level should have been passed with at least a grade 6. Where pupils have not met these criteria, admission to Sixth Form is at the discretion of the Headmaster. If pupils are admitted to the Sixth Form without the required grades, they may be put on a Sixth Form Review programme. This is to ensure that they have the right support to enable a successful transition to A-level learning. This support is overseen by the Director of Sixth Form and Deputy Head (Academic). Pupils on the Sixth Form Review programme are informed in writing by or by invitation to a meeting by the Director of Sixth Form on GCSE results day.

SETTING

1st Form	Maths – Pupils are initially places in a temporary set based on entrance exam criteria. Setting is formalised at the end of the Autumn term. This is then reviewed regularly and movement is possible. French - Set across a three form and a two-form block based on 1st Form tutor Forms. Movement between sets is possible based on academic performance in specific circumstances (i.e. semi-native speakers) Spanish – Set across a three form and a two-form block based on 1st Form tutor Forms. Movement between sets is possible based on academic performance in specific circumstances (i.e. semi-native speakers) English- Pupils are in one of five classes. Four of these are mixed ability and one is a set where it has been identified from the Entrance Exam that a focus on additional literacy would be beneficial. This is reviewed during the year.
2nd Form	French – Set across a three form and a two-form block based on tutor Forms. Movement between sets is possible based on academic performance. Spanish – Set across a three form and a two-form block based on tutor Forms. Movement between sets is possible based on academic performance. Maths – Set across the year on basis of 1st Form performance. Movement between sets is possible based on academic performance. Spanish – Set across a three form and a two-form block on basis of 1st Form performance. Movement between sets is possible based on academic performance.
3rd Form	French – Set within one three form block and one four form block on basis of 2nd Form performance. Movement between sets is possible based on academic performance. Spanish – Set within two three form blocks on basis of 2nd Form performance. Movement between sets is possible based on academic performance. English - Set within two three form blocks on basis of 2nd Form performance. Movement between sets is possible based on academic performance. Maths – Set across the year on basis of 2nd Form performance. Movement between sets is possible based on academic performance.

4th Form	Maths – Set across the year on basis of 3rd Form performance. Movement between sets is possible based on academic performance. Biology, Chemistry & Physics – Set across the block on basis of summer exam result and 3rd Form test results. Movement between the sets is possible based on academic performance. One top set and two equal lower sets. English – Set across the year – 4 sets 9-6 band & 2 sets 6-4 band
5th Form	Maths – Set across the year on basis of 4th Form performance. Movement between sets is possible based on academic performance. English – Set across the year – 4 sets 9-6 band & 2 sets 6-4 band Biology, Chemistry & Physics – Set across the block on basis of summer exam result and 3rd Form test results. Movement between the sets is possible based on academic performance. One top set and two equal lower sets.

Over time there may be the need to move pupils from one set to another within a subject and it is in the pupil's best interests to be in the right set to maximise their potential to make progress and achieve the best results. Whilst moving to a higher set is usually received as good news, a pupil being moved to a lower set needs careful handling to avoid upset and loss of self-esteem. The following procedure should be followed by all departments and subject staff led by the Head of Department:

1. The Head of Department is the final arbiter of any set changes.
2. Any set change should be based on empirical evidence and pupil tracking not a one-off test result.
3. Parents and pupils being moved to a lower set should not be surprised. A flagging up process must have occurred via assessments, reports, parents' evenings and email contact alerting parents and pupil to the possibility.
4. A set change should be communicated to the parents first by the Head of Department with an explanation and data to support the move. This is best done by a meeting with both pupils and parents when a move to a lower set is involved. This must be done well in advance of the move being implemented.
5. Pupils should not be told in front of a class or other pupils.
6. A set change should be confirmed with an email to the parents and pupil and copied to the Data and Performance Manager to amend Engage lists.

Kimbolton School
Cambridgeshire

Curriculum Policy and Academic Guides – Senior School

HOMEWORK POLICY

OVERVIEW

Homework is recognised as an important mechanism to support the learning that happens within the classroom. To have the maximum impact on the progress made by pupils it needs to be managed carefully by both pupils and teachers. This document sets out the guiding principles by which homework is set, , completed fed back and reflected on.

PRINCIPLES

- These are the founding principles which govern the management of homework across both schools here at Kimbolton. Homework should be:
- Meaningful and have specified outcomes
- Planned as part of a sequence of learning
- Developing specified skills and/or knowledge
- Clearly communicated to pupils
- Manageable for pupils and allow them to achieve their potential
- Designed to incorporate a feedback and reflection element where possible.
- These founding principles are research informed incorporating best practice and pedagogy so that all pupils can make progress across the breadth of their subjects.

GUIDELINES

To adhere to these founding principles, here at Kimbolton School we have the following guidelines for teachers and pupils. If it is not appropriate to set homework at a particular stage in a sequence of work, then there is no expectation to set homework.

As teachers we will...	As pupils we will...
Only set homework that is meaningful and appropriate.	Complete homework to the best of our ability
Set homework that is planned in advance, incorporated into the learning journey and focused on a specific skill or concept	Use our notes and prior knowledge to help us (where this is appropriate)
Set homework that has defined scope and determined duration	Ensure that we are fully focused on the task working in an environment that it conducive to us performing at our best (avoiding all distractions)
Set following the appropriate homework timetable. All information will be made available on Teams Assignments before 4:20 pm that day.	Ensure that we make a note of the homework (in our planners) and ask questions if we are unsure
Allow sufficient time for pupils to complete the homework	Attempt the homework on the night set (where possible) so there is time to ask for help and guidance before the next lesson
Be sympathetic to the lives of pupils in a busy and exciting school	Let teachers know if there is a reason for not being able to complete a task in the time allocated
Provide timely feedback on a task which is focused on the skills and concepts	Reflect on the progress we have made and set targets for future tasks

Homework is set for all children from 1st – 5th Form upwards according to the homework timetables which are issued to all pupils at the beginning of the year. Homework is marked regularly according to departmental policy and the School's Marking Code. Heads of Department monitor standards of homework, setting of homework and marking of homework. Teachers explain to their pupils the purpose of the homework alongside operational instructions. Feedback on homework is provided and supports pupils in understanding what they have done well and how they can continue to improve.
Heads of Department and subject teachers will exercise flexibility on occasions when events such as parents' evenings, theatre trips and performances in or outside school can make it difficult or impossible for the pupils to complete work in the evening. At such times it is appropriate to waive the homework requirement completely in the case of younger pupils, and to give extended deadlines or less substantial pieces of work in the case of older ones. For pupils who have been absent from school, when setting catch-up tasks it is appropriate to require pupils to undertake only such tasks which are essential to their understanding the topic missed.

RECOMMENDED TIME ALLOCATION

Time allocated for homework varies between year groups. The expectation is that pupils should spend a reasonable amount of time on homework each evening and at weekends.

1st & 2nd Form	30 minutes per subject per homework reading.
3rd Form	30 minutes per subject per homework reading or French/Spanish vocab.
4th & 5th Form	30 minutes per subject per homework → 1 - 1 ½ hours per night + 20 minutes study skills/revision/vocab/literacy.

6th Form Pupils should expect a minimum of three hours directed homework per subject per week. It is expected that most pupils will spend more time than this on activities outside of the classroom to consolidate learning such as reviewing their notes from lessons and generating revision materials They are also expected engage with the wide variety of enrichment activities from the Academic Engagement Booklet.

The Sixth Form necessitates a greater degree of flexibility and sixth formers have an extensive and rigorous programme of study outside lesson time using a blend of private study and home time. This is essential preparation for work in tertiary education reflecting the greater substance of tasks set and the greater need for independent studying.

SUGGESTED ACTIVITIES

Homework can take a variety of forms and research has shown that having a blended approach of different tasks has the maximum impact on pupil progress. Activities that could be set as part of a homework task are:

- Set questions on a particular topic
- A digital multiple-choice quiz
- Reading an article/passage or watching a video followed up with a discussion/quiz in class
- Preparation of revision materials for use in an assessment/essay in class

The purpose of each homework task is indicated to pupils as below:

Homework Purpose	Definition
Practice	Homework that helps pupils **secure a recently taught skill or concept** through repetition or guided application, building accuracy, confidence, and fluency.
Retrieval	Homework that requires pupils to **recall learning from memory without using notes or prompts**, strengthening long-term retention and highlighting gaps in understanding.
Revision	Homework that involves **reviewing and revisiting previously learned content**, supporting cumulative knowledge and connections across topics.
Application	Homework that asks pupils to **use their knowledge or skills in a new, unfamiliar, or exam-style context**, developing transfer and problem-solving.
Extension	Homework that **stretches or deepens learning beyond core expectations**, often requiring higher-order thinking or greater independence.
Preparation	Homework designed to **prepare pupils for upcoming learning**, such as pre-reading, watching a video, or learning key vocabulary to maximise lesson readiness.
Reflection	Homework that encourages pupils to **think about their learning**, identify strengths or misconceptions, and plan next steps, developing metacognition and independence.

PARENTAL ROLE

Parents have a positive role to play in homework in terms of encouraging, supporting and stimulating their child's academic development. Above all they should encourage their children to read widely; to watch worthwhile programmes; to provide activities, visits, talk and other opportunities to stimulate their children's interests and help in their studies.

All homework should be recorded in the class Assignments on Teams and parents can view homework on Satchel One and are encouraged to support their pupil in checking this as a matter of routine.

Parents/guardians and the pupils themselves should monitor how long a pupil takes to complete a homework assignment. Should the work take either substantially longer or shorter than the allocated time, we recommend parents/guardians should inform the teacher as appropriate.

Parents should provide a quiet place to work with lighting and furniture suitable for good working. It is important that parents should only provide background information and support and not take ownership of work away from the pupil.

ASSESSMENT, MARKING, TRACKING AND REPORTING POLICY

OVERVIEW

We ensure that there is a marking, assessment and tracking framework in place to assess pupils' progress regularly and thoroughly. Information generated is used to inform teaching and support further progress and development.

Assessment can be diagnostic, formative or summative. It provides information to pupils on their progress, how their learning fits into expected progression and can evaluate achievement at a single point or over time.

Reports are an important part of the dialogue between home and school. They are a snapshot in time which records the academic achievement of the pupil and their engagement with learning.

Marking, assessment and reports should be informative and motivating for the pupil.

METHODS OF ASSESSMENT

- Observation
- Formally marked assignments
- Informal activities such as class participation
- Formal standardised exams (the school uses CEM baseline test and LUCID)
- Coursework
- Tests and exams
- Practical, oral and aural assessments
- Homework
- Half termly assessment grades
- Pupil reflection and self-evaluation

MARKING

Marking should contribute to supporting pupil progress in the following ways:

- Ensures that pupils understand where they are in their learning journey and what they need to do to improve.
- Informs interventions where pupil progress is not on track.
- Supports pupils in their evaluation of their own learning.

Marking varies by age group, subject and style of the assessment. It should be conducted in a way that works best for the pupil and teacher. Verbal feedback and short, challenging comments rather than in depth comments should be used as appropriate. Written feedback does not have greater status than high quality, extensive verbal feedback.

TRACKING

Academic tracking is conducted both at a departmental and whole school level. Our half termly assessments provide regular data on attainment, attitude and progress and form the basis of our whole school tracking framework. Falling grades and performance below expectations are highlighted with interventions provided by the pastoral and academic functions of the school as appropriate.

Academic Tutorials are an extended tutor time where tutors have the time to speak to their tutees about their academic progress and performance, individually and collectively following half termly assessments.

REPORTING

INFORMAL COMMUNICATION

Tutors act as the first point of call for parents, pupils and teachers following any concerns about academic performance. Concerns are shared with parents, if they arise, in a timely manner via the tutor.

REGULAR ASSESSMENTS

Around once every six weeks, pupils are assessed in each subject based on their attainment and attitude to learning. This information is shared with parents and pupils via the school portal. Concerns are communicated with parents and pupils ahead of this information being published.

Formal reports and Parents' Evenings

Parents are encouraged to contact their child's Form Tutor or Housemaster/mistress when they have any concern about wellbeing and progress.

Formal Parents' Evenings are held twice a year for all year groups. These occasions provide parents with the opportunity to meet the teachers, have a detailed conversation to review the strengths and weaknesses of the pupil both objectively and positively. Pupils are encouraged to attend with their parents from 3rd Form onwards.

All year groups receive a written report once a year. Formal Report writing on pupil progress each academic year communicates to pupil and parents summative and formative points for individual subjects, general academic progress and personal development.

Parents' evenings and reports are scheduled as below.

Year Group	Autumn	Spring	Summer
1st	Parents' evening in person	Parents' evening online	Reports
2nd	Parents' evening in person	Reports	Parents' evening online
3rd	Reports	Parents' evening in person	Parents' evening online
4th	Parents' evening online	Reports	Parents' evening in person
5th	Parent's evening in person	Parents' evening in person Reports	
L6	Parents' evening online	Reports	Parents' evening in person

U6	Parents' evening in person Reports	Parents' evening in person	

Kimbolton School
Cambridgeshire

Curriculum Policy and Academic Guides – Senior School

PLAGIARISM POLICY

OVERVIEW

There is not one definitive definition of plagiarism. For the purpose of this policy, plagiarism refers to "unacknowledged copying from or reproduction of published sources or incomplete referencing;" as defined by The JCQ General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures.

Plagiarism includes, but is not limited to copying from:

- Published texts whether in print or on the internet.
- Previously submitted essays or assessments.
- AI generated content.

Plagiarism has occurred whether the text has been copied or memorised without reference to the original source.

This policy should be read in conjunction with the JCQ Plagiarism in Assessments document.

PREVENTING PLAGARISM AT KIMBOLTON SCHOOL

We believe in prevention rather than sanctions when dealing with plagiarism. At Kimbolton School we work to prevent plagiarism through the following measures:

- Coursework briefings for 4th to U6th pupils at the start of autumn term.
- Issuing pupils with JCQ notices where relevant and ensuring they are understood.
- Abiding by JCQ guidance in the delivery of NEAs (Non-Exam Assessments).
- Make clear what is and is not acceptable in terms of using sources through our classroom teaching including forms of referencing.
- Assessing pupils through various mediums, including verbal presentations.
- Not accepting work which is suspected to have been plagiarised.
- Keep watch on content, vocabulary, spelling and punctuation as well as style and tone and presentation to ensure is consistent with pupil work.

CONFIRMATION AND REPORTING OF PLAGARISM

Where plagiarism is suspected, the first course of action is to speak to the pupil concerned and locate the original source including internet searches. An oral assessment may be used to help assess whether the work is that of the pupil.

Where plagiarism is found to have occurred, the following process is followed:

1. Teacher to refer suspect work to Head of Department for review and confirmation.
2. If plagiarism is apparent, the Head of Department interviews the pupil to elicit confirmation or denial. Where there is denial, the DHAc will make a decision based on the information presented.
3. HoD speaks to parents about the issue.
4. DHAc meets with pupil involved.
5. Pupil serves punishment in school (Friday night detention for a first offense with Headmaster's Detention for repeat offences) and parents are informed of the reason for the detention.

PLAGIARISM IN WORK THAT FORMS PART OF AN EXTERNAL ASSESSMENT AT GCSE OR A-LEVEL

The awarding body regulations are very clear regarding work submitted by pupils that is not entirely their own. Plagiarism is an infringement of exam regulations and is taken very seriously by the exam boards and us. Pupils found to have copied work and submitted it as their own, face potential disqualification from examinations. Excessive external help with work is also an infringement of exam regulations and is treated with the same severity as plagiarism.

If the pupil has not signed the declaration of authentication, the plagiarism is not reported as malpractice to the awarding body. The matter will be resolved internally following the steps above, but the work cannot be submitted for assessment.

If plagiarism has occurred and the pupil has signed the declaration of authentication, the case will be reported to the awarding body in line with the procedure outlines in the JCQ General and vocational qualifications suspected malpractice in examinations and assessments policies and procedures. The school has no control over the sanctions imposed by examination boards in these situations.

COURSEWORK / NEA POLICY

OVERVIEW

At Kimbolton we follow the principles of coursework/NEA (Non-Examination Assessment) as set out in the JCQ Instructions for conducting non examined assessments.
As defined by JCQ, NEA includes, but is not limited to, internal assessment, coursework and subject endorsements. Externally marked and/or externally set practical examinations taken at different times across centres are classified as NEA. The principles for non-examination assessment as determined by the qualification regulators for England and Wales are:

- non-examination assessment should only be used where it is the only valid means of assessing essential knowledge and skills;
- non-examination assessment must strike a balance between valid assessment of essential knowledge and skills, sound assessment practice and manageability;
- any non-examination assessment should be designed to fit the requirements of the particular subject including the relative weighting of written examinations.

This policy should be read in conjunction with:

- JCQ Information for Pupils: Coursework Assessments Curriculum Policy: Plagiarism
- AI Policy
- Non-Examination Assessment Policy (available directly from the Exams Office)

PREPARING FOR COURSEWORK / NEA

All teachers whose pupils do coursework/NEA as part of their exam courses must familiarise themselves with the Examination Board's specific instructions for their subject.

Before any coursework/NEA is started, subject teachers must draw the attention of pupils to the regulations as they apply to that subject As well as JCQ Instructions for conducting non examined assessments.
Departments must ensure that pupils understand what they need to do to comply with the regulations for non-examination assessments. This is outlined in the JCQ document Information for pupils – non-examination assessments:

- All 4th Form and L6 pupils receive a briefing from the Deputy Head (Academic) or Exam Officer regarding the regulations surround coursework/NEA.
- Where centres are responsible for task setting they must refer to the awarding body's specification to ensure that the assessment criteria can be met and tasks are accessible to pupils.
- Pupils should be aware of the criteria used to assess their work. They can then understand what they need to do to gain credit. Specifications describe the marking criteria in detail. It is perfectly acceptable for teachers to produce a simplified pupil-friendly version of the marking criteria, provided that it is not specific to the work of an individual pupil or group of pupils.

Heads of Department must ensure that pupils are aware that our school abides by the JCQ AI Use in Assessments. Further details can be found in the Kimbolton AI Policy. Having gone through the regulations pupils should be sent the following statement.

This is to confirm that in our lesson today we covered the JCQ regulations regarding the use of AI e.g. ChatGBT in your NEA/coursework. You confirmed that you have met these regulations and that your work is your own.

A reminder that examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work is no longer the pupil's own
- Copying or paraphrasing whole responses of AI-generated content
- Using AI to complete parts of the assessment so that the work does not reflect the pupil's own work, analysis, evaluation or calculations
- Failing to acknowledge use of AI tools when they have been used as a source of information
- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or misleading references or bibliographies. AI misuse constitutes malpractice as defined in the JCQ Suspected Malpractice: Policies and Procedures (https://www.jcq.org.uk/exams-office/malpractice/).

If you have used an AI tool which provides details of the sources it has used in generating content, these sources must be verified by you and referenced in your work in the normal way. Where an AI tool does not provide such details, you should ensure that you independently verify the AI-generated content – and then reference the sources you have used. In addition to the above, where you use AI, you must acknowledge its use and show clearly how you have used it.

If you have any questions or are not sure whether you have referenced any sources, not just AI, in your NEA/coursework, please get in touch immediately.

Schedules of all deadlines must be given to the Deputy Head (Academic) at the start of the academic year. These are shared with parents and pupils. All deadlines that are set by the Board or the School must be strictly adhered to.

COMPLETING COURSEWORK / NEA

It is the responsibility of the Head of Department to ensure that there is a consistency of approach to coursework/NEA within a department.

Enough of the work must be done under direct supervision, in school, for the teacher to be able to authenticate the work of the pupil with confidence. If doubts arise about the authenticity of a piece of work they must be investigated and dealt with immediately in line with the Kimbolton Plagiarism Policy and, if the pupil declaration has been signed, in line with JCQ Malpractice Policy.

During the Coursework/NEA period subject staff must monitor the progress of pupils' work so as to ensure that undue pressure does not build up as the deadline approaches. Parents must be informed if any concerns arise about completion by the deadlines set. Pupil teachers must not be allowed to supervise Coursework/NEA.

Pupils do not need to be directly supervised at all times. The use of resources, including the internet, is not tightly prescribed. Departments must always check the subject-specific requirements issued by the awarding body.

Coursework/NEA must take place during normal lesson time and the standard homework allocations. Whilst many pupils will choose to spend more than this time, it is not acceptable to require pupils to spend time outside the normal homework time, and under no circumstances is coursework an acceptable excuse for allowing work in other subjects to suffer.

Pupils are expected to care of their work and keep it safe. They should not leave it lying around where it can be seen by others, including posting it on social media. Pupils must always keep their coursework secure and confidential whilst they are preparing it; do not share it with classmates. If it is stored on the computer network, pupils must keep their password secure.

ADVICE AND FEEDBACK

Unless specifically prohibited by the awarding body's specification teachers may:

- review pupils' work and provide oral and written advice at a general level;
- having provided advice at a general level, allow pupils to revise and re-draft work. General advice of this nature does not need to be recorded or taken into account when the work is marked. If teachers give any assistance which goes beyond general advice, for example:
- provide detailed specific advice on how to improve drafts to meet the assessment criteria;
- give detailed feedback on errors and omissions which limits pupils' opportunities to show initiative
- themselves;
- intervene personally to improve the presentation or content of work; then they must record this
- assistance and either take it into account when marking the work or submit it to the external examiner. Teachers must not provisionally assess work and then allow the pupil to revise it.

SUBMITTING COURSEWORK / NEA

When submitting work, pupils must be reminded to acknowledge all sources of assistance other than their subject teacher and of the consequences of breaching the regulations.

All coursework/NEA should be accompanied by a Pupil Declaration Form in line with JCQ regulations.
It is school policy that all coursework/NEA must be finished by the 1st May in the examination year. Pupils should be informed of their coursework/NEA marks once internal marking and moderation has been done. Pupils need to be informed of their right of internal appeal as set out in the common statement which must be issued to them by their teachers

Pupils are informed of their coursework/NEA marks once internal marking and moderation has been done. Pupils are told their marks individually. The following statement is then read out to the class and followed up by email.

> 'You have received your coursework marks today. These have been marked and moderated by departments to ensure you have a right and fair result in line with mark schemes and consistency across different classes. Your teachers make every effort to award the right level of marks for the coursework submitted. Our record of accuracy as a school with the exam boards on this is very good. You do, though, have the right to appeal against your coursework moderated mark if you feel that the marking procedures have not been followed and a serious injustice has occurred. You have 1 day from today to make an appeal. In the first instance, you should speak with the relevant teacher and/or head of department if you need your coursework marks and the marking procedure explained to you more fully. Following any internal appeal your coursework mark may stay the same or be adjusted up or down. Your coursework is also subject to external moderation where your internally awarded mark can be adjusted either up or down. The procedure for the internal appeals process is on the school website under Curriculum Policy (Senior School).'

All coursework/NEA must be kept securely kept until the deadline for results enquiries has passed. Written coursework/NEA must not be returned to pupils.

All coursework/NEA marks are provisional and may be adjusted up or down by the exam board.

INTERNALLY ASSESSED COURSEWORK / NEA APPEALS PROCEDURE

All exam coursework/NEA is assessed through a rigorous system of marking and moderation that results in the marks submitted to the Awarding Body being highly reliable and an accurate summary of the work you have produced.

Pupils' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Kimbolton School is committed to ensuring that work produced by pupils is authenticated in line with the requirements of the awarding body. Where more than one subject teacher is involved in marking pupils' work, internal moderation and standardisation will ensure consistency of marking.

Pupils and parents should understand that the principal responsibility of the department is to arrive at a set of Coursework/NEA marks that is internally consistent. That is, the marks accurately place the pupils in the correct rank order. The marks are then subjected to a further process, called External Moderation, in which the manner in which the school awards its marks in each subject is standardised across all schools by the Awarding Body itself. Whilst the marks are usually ratified, this process can occasionally result in all or some of the marks for that subject being adjusted up or down.

Kimbolton School is committed to ensuring that whenever its staff mark pupils' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

PROCEDURE

Pupils have the right to appeal against their final internally moderated mark before it is submitted to the Awarding Body, if they have clear grounds to believe that it has been awarded inaccurately.
Whilst coursework/NEA is still being carried out, all marking and marks awarded are confidential within the department, and pupils cannot ask to see how work is being assessed.

However, once all deadlines have passed and the final, internally moderated, mark is known, it will be made available to pupils by their subject teacher. At that stage pupils can ask to see how work has been marked and how the final mark has been calculated. Pupils should ask their teacher, or the Head of Department, to explain to any points of uncertainty that arise from this. Please note that pupils cannot, at this stage, make any alterations to their work.

PUPIL

On being informed of their centre-assessed marks, if a pupil believes that the above procedures were not followed in relation to the marking of their work, or that the assessor has not properly applied the marking standards to their marking, then they may make use of the appeals procedure below to consider whether to request a review of the centre's marking.

Kimbolton School will:

1. ensure pupils receive their marks at least two weeks prior to the deadline for submission to the Awarding bodies.
2. inform pupils that they will need to explain on what grounds they wish to request a review of an internally assessed mark as a review will only focus on the quality of work submitted.
3. inform pupils that they may request copies of materials (generally as a minimum, a copy of the marked assessment material (work) and the mark scheme or assessment criteria plus additional

materials which may vary from subject to subject) to assist them in considering whether to request a review of the Centre's marking of the assessment. This must be done within 1 working day of receiving their marks.

4. having received a request for copies of materials, promptly make them available to the pupil (or for some marked assessment materials, such as artwork and recordings, inform the pupil that the originals will be shared under supervised conditions) within three working days.
5. inform pupils they will not be allowed access to original assessment material unless supervised.
6. provide pupils with sufficient time to allow them to review copies of materials and reach a decision, informing pupils that if their decision is to request a review, they will need to explain what they believe the issue to be.
7. provide a clear deadline for pupils to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests must be made in writing within five working days of receiving copies of the requested materials.
8. allow two working days for the review to be carried out, to make any necessary changes to marks and to inform the pupil of the outcome, all before the awarding body's deadline for the submission of marks.
9. ensure that the review of marking is conducted by an assessor who has appropriate competence, has had no previous involvement in the assessment of that pupil for the component in question and has no personal interest in the outcome of the review.
10. instruct the reviewer to ensure that the pupil's mark is consistent with the standard set by the centre.
11. inform the pupil in writing of the outcome of the review of the Centre's marking. The outcome of the review of the Centre's marking will be made known to the Head of Centre who will have the final decision if there is any disagreement on the mark to be submitted to the awarding body. A written record of the review will be kept and made available to the awarding body upon request. The awarding body will be informed if the Centre does not accept the outcome of a review. The moderation process carried out by the awarding body may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the Centre, whereas moderation by the awarding body ensures that Centre marking is in line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

MOST ABLE AND TALENTED STUDENT POLICY: SENIOR SCHOOL

OVERVIEW

Kimbolton School is a high achieving school and all students have passed an entrance examination. Our students are expected to perform above the national average in public examinations. The percentage of A*-B passes at A Level from 2019 and 2022 averaged 70 % (National Average: 62 % in 2022). At GCSE the 9-7/A*-A average over the same period was 57 % (National Average: 30 % in 2022).

Although there are some students who have been awarded scholarships and awards on entering the school this is not the sole way in which we identify the Most Able and Talented pupils, and most extension opportunities are not exclusive to these students. Kimbolton School prides itself on striving to offer each individual student opportunities to develop their full academic and talented potential. To this end we believe in encouraging all students to engage in independent learning and extend their academic interests beyond the curriculum. This could through a range of activities including academic clubs, lectures and competitions, the possibilities afforded by Kimbolton's e- learning platforms including Kimbolton Pupil Docs, extension projects, educational visits and other special events. Alongside this we also equip pupils with the skills and expertise to make the most of these opportunities. This is through engaging and inspiring teaching, activities in tutor time and assemblies and the Sixth Form Citizenship program.

Academic departments frequently review their curriculum to ensure that they are offering a range of activities both inside and outside of the classroom to broaden the horizons of pupils at Kimbolton School. We want our pupils to make the most of the holistic education that we provide, placing emphasis on the growth and progress of the individual and not solely focus on examination results as a marker of success. At the centre of all our enrichment activities is a love of learning and recognising that can be attained by encouraging and empowering students to engage in their own areas of interest and discovery.

DEFINITION OF MOST ABLE PUPILS

'Those whose progress and attainment significantly exceed age-related expectations.' - Ofsted

We recognise that students may possess exceptional talents or skills in one or more of a range of ways, including exceptional academic ability, specific aptitude in a subject, especially creative or productive thinking, leadership qualities, ability in creative or performing arts and sporting ability.

IDENFITICATION OF MOST ABLE AND TALENTED PUPILS

Methods of identification:

- External Assessment data including: MidYis, Yellis, ALIS, Mensa, External Examination Results
- Internal Assessment data including: Reporting Information, Internal Examination Results, Prize winner, Rewards and Commendations
- Information received from parents recognising talents outside of the school

Students nominated via the above methods will appear on a central spreadsheet. From this record, we produce our official School List of Most Able and Talented Pupils. Teachers and departments will then have access to this list for information and to ensure that all pupils are suitability challenged and have their learning enriched.

PROVISION

1. Within subject departments.
    a. In the classroom by enriching the curriculum (e.g. taking content and skills to the very highest level perhaps beyond what is normally covered) and by setting appropriately levelled work (e.g. an investigative or enquiry approach encourages the child to find and solve problems, utilising higher order thinking skills.)
    b. Many subjects have clubs and societies run with the intension of broadening the horizons of pupils within a specific subject or faculty (e.g. STEM club/Medics/Liberal Arts Society etc.)
    c. At Sixth Form Level, each department will offer specific guidance, mentoring and support for those students intending to apply to Oxbridge and top Russell Group universities.
2. Extra-curricular academic clubs and societies. We organise a wide range of academic extension clubs and societies. In addition, we have a growing programme of academic lectures with a curriculum-wide variety of specialist visiting speakers.
3. Aragon Lecture. The annual Aragon Lecture in September which invites a visiting speaker to make explicit the cross-curricular links that apply in many fields of academia.
4. Competitions. Many Departments take part in externally organised competitions, such as the Science Olympiads, Maths Challenges, the DTE Rotary competition, BASE Economics, Art competitions and Poetry by Heart to name but a few. We also have strong national reputations in the Debating, General Knowledge and Young Enterprise arenas. There is the in-house Summer Essay Writing Competition on a varying topic, and we also encourage pupils to take part in the wide variety of different essay competitions run by universities including Oxford and Cambridge.
5. Performances and Showcases. There are multiple performances from our musicians and actors in plays, musicals and recitals throughout the year. This are always to the highest standard showcasing the talent here at Kimbolton School. We also have DTE and Art showcases celebrating the pieces created as part of GCSE and A-Level NEA.
6. Educational visits. Kimbolton School places great value on educational and cultural visits for all its pupils, recognising that they provide a unique opportunity to enhance the curriculum and to extend and support class-based work. Our visits during school time range from day/weekend trips to sites of local interest, such as the 1st Form History, Geography and RS trip to Peterborough Cathedral and Serpentine Green, or our 6th Form Artists visiting London galleries, to trips further afield such as our annual 2nd form cultural trip to Paris and the 3rd Form English/History Battlefields trip. In addition, several departments organise longer excursions during the school holidays to destinations including Barcelona, Berlin, Munich and New York.
7. Special Events. There is the alternating annual Arts or Science week, our own in-house Model United Nations competition, World Book Day celebrations.
8. Scholarships are available in a range of subject areas including: Academic, Art, Computer Science, Design Technology, Drama, Music and Sport. HIgh performing students are identified by departments and the school and encouraged to apply to become a scholar in one (or more) of these areas.
9. Manchester Group. An academic, student-led discussion group for students from the 4th Form through to the U6. The emphasis is on students leading discussions on a range of academic issues, with the occasional external guest speaker. As well as providing students with a forum to share their own research and areas of interest. The group provides leadership and mentoring opportunities for our Sixth From and inspiration for students in the 4th/5th Form.
10. The Perspectives Group. A programme of critical thinking and academic extension for 6th Form students who aspire to apply to Oxbridge.
11. EPQ. AQA's Level 3 Extended Project Qualification for Sixth Form students which promotes and develops enquiry research, reflection and presentation skills. It also is an opportunity to develop independent learning and work outside the A Level syllabus.

12. HPQ. There is also the option of a L2 Project for 3rd/4th Form students interested in academic research, which departments can encourage students they have identified as 'most able' to participate in. Scholars are also invited to undertake a L2 Project.
13. Peer mentoring. In addition to the pastoral peer mentoring that occurs throughout the school, there are other examples of this occurring in a variety of areas which provides leadership opportunities and chances for our students to take leadership roles. Examples include the DofE mentors, student involvement in coaching/refereeing sports fixtures and support for students taking the HPQ from those studying for the EPQ.

MONITORING

Kimbolton School has a wide range of data available to help review student progress. Pupils on the Most Able and Talented List who are seen to be consistently underperforming will be supported with a rigorous process of targeted intervention. They will be supported initially by their Tutor/HoD/Hms, with further assistance from the AH (T&L) and the DHAc as required.

AREAS OF RESPONSIBILITY

ASSISTANT HEADS (TEACHING AND LEARNING)

- Signposting and reviewing this policy under the direction of the DHAc. This policy will be reviewed biennially.
- Upkeep of the central Most Able and Talented List.

HoDs

- Ensuring that the Most Able and Talented pupils have suitable provision in their subjects both inside and outside of the classroom. This will be monitored through departmental development plans and discussions with the AH (T&L) and DHAc.

ALL TEACHING STAFF

- Be aware of the Most Able and talented list and of pupils in their classes and tutor groups.
- Pass on any recommendations for additions to the AH (T&L)

AI POLICY: SENIOR SCHOOL

OVERVIEW

This policy sets out how Artificial Intelligence (AI) tools may be used by pupils in the Senior School. It should be read alongside the School's AI Usage Framework 'Learning with AI at Kimbolton', which comprises guidance for teaching staff, and a student-facing guide. Together these documents set out a single, consistent four-level framework, applied across all subjects and year groups, governing when and how pupils may use AI tools in their work.

This policy covers any generative AI tool, whether stand-alone or integrated into productivity suites (e.g. Microsoft 365 Copilot). It relates to all content creation, including text, artwork, graphics, video and audio.

This policy should be read in conjunction with:

- Behaviour and Discipline Policy
- Curriculum Policy
- Plagiarism Policy
- Coursework / NEA Policy
- Pupil ICT and Acceptable Usage Agreement
- Online Safety Policy
- Pupil Code of Conduct
- Learning with AI at Kimbolton
- JCQ: AI Use in Assessments

AI VALUES

At Kimbolton, we believe that understanding and using AI is a skill to be developed, not a shortcut to be taken. Our objective is to develop pupils who understand AI well enough to use it critically, and who have the independent capability to work without it. Pupils, staff and the wider School community are guided by the following principles:

1. We use AI with purpose: every use of AI has a purpose – to deepen understanding, explore ideas, or improve our work. We do not use it to avoid thinking.
2. We are transparent: we disclose when and how we have used AI. Honesty about our process is as important as honesty in our own work.
3. We verify: AI is not an authority. We cross-check, question and take full responsibility for anything we submit.
4. We are independent: the ability to think, write, reason and create without AI are skills we actively protect and develop. Challenge is part of our learning.
5. We are safe: personal data and confidential information are never shared with AI tools.

THE FOUR AI LEVELS

Every learning opportunity or assignment set at Kimbolton School carries one of the four AI levels below. This is either indicated during the lesson or applied to the relevant Microsoft Teams Assignment, together with a brief explanatory note (verbal or written) on the task description.

Level	What it means	Pupils can	Pupils cannot
Level 1 Full Use of AI Allowed	AI is an active partner. Pupils use it to generate, structure, research and refine – but must direct, evaluate and make the work their own. This is not 'open season' on AI: it requires teacher direction as to what may be used to perform the task effectively.	• Generate ideas, outlines and drafts with AI • Research and summarise sources using AI • Iteratively prompt and refine AI output	Submit raw AI output without reflection or attribution • Hide the tools or prompts used • Pass off AI reasoning as their own thinking
Level 2 AI for Editing Only	Pupils write the work; AI helps polish it. All content, argument and ideas must be their own. AI may only improve how the work is expressed.	• Check grammar, spelling and sentence flow • Ask AI to suggest vocabulary or improve clarity • Use AI to give feedback on a draft they have written	• Use AI to generate or develop ideas • Ask AI to rewrite whole paragraphs • Substitute AI feedback for their own critical judgement
Level 3 AI for Learning Only	AI can help pupils understand, but what they submit must come entirely from their own thinking. Use AI to build knowledge, then set it aside.	• Ask AI to explain a concept or worked example • Use AI to generate practice questions or revision quizzes • Explore a topic with AI before writing independently	• Use AI to plan, draft or edit their submission • Carry AI-generated phrasing into their own work • Rely on AI output instead of building their own understanding
Level 4 No AI Use Allowed	This task is entirely the pupil's own. No AI tool at any stage – not for ideas, language, checking or revision. Independent capability is built and assessed here.	• Use textbooks, class notes and trusted sources • Ask a teacher or peer for guidance • Use a printed dictionary or thesaurus	• Use any AI tool – including grammar checkers such as Grammarly • Use AI to generate revision materials for this task • Paste or paraphrase any AI-generated content

APPLYING AI LEVELS

If no AI level is assigned to a task or assignment, pupils must treat the task as Level 4 (No AI Use Allowed) and check with their teacher before using any AI tool.

For Level 1 and Level 2 tasks, pupils must include a brief AI use note with their submission (either directly on Teams or within the work itself), stating what tool they used, when, and how the output was adapted or evaluated.

Choosing the right level (guidance for staff)

The level assigned to a task is determined by the learning intention behind it. The central question is: does AI support the learning this task is designed to produce, or substitute for it? Most class-based tasks, homework and assessments (including NEAs) will sit within Level 3 or Level 4. Levels 1 and 2 are most appropriate for extended project work, independent research, or tasks where AI use is explicitly part of what is being assessed.

AI USE IN COURSEWORK / NEA

Where AI is used in connection with work forming part of an external assessment (GCSE or A Level coursework/NEA), the Four AI Levels operate alongside – and do not replace – the JCQ authentication requirements set out in the Coursework / NEA Policy. Pupils remain bound by the JCQ AI Use in Assessments Policy and the pupil declaration of authentication for any NEA/coursework submission, regardless of the AI level assigned to preparatory tasks.

In practice, most NEA/coursework tasks will be set at Level 3 (AI for Learning Only) or Level 4 (No AI Use Allowed), reflecting the requirement that the final submission be the pupil's own independent work. Where AI has been used in preparing NEA/coursework at Level 1 or Level 2 (for example, during earlier drafting or research stages), this use must be independently verified, referenced and acknowledged by the pupil in line with both this policy and the JCQ requirements, and confirmed via the standard authentication statement issued by subject teachers (see Coursework / NEA Policy and Plagiarism Policy).

AI MISUSE FOR EXAMINATIONS

Our school abides by the JCQ AI Use in Assessments Policy for examinations. AI tools must only be used when the conditions of the assessment permit the use of the internet and where the pupil is able to demonstrate that the final submission is the product of their own independent work and independent thinking.

- Examples of AI misuse include, but are not limited to, the following:
- Copying or paraphrasing sections of AI-generated content so that the work is no longer the pupil's own.
- Copying or paraphrasing whole responses of AI-generated content.
- Using AI to complete parts of the assessment so that the work does not reflect the pupil's own work, analysis, evaluation or calculations.
- Failing to acknowledge use of AI tools when they have been used as a source of information.
- Incomplete or poor acknowledgement of AI tools.
- Submitting work with intentionally incomplete or misleading references or bibliographies.

ACADEMIC INTEGRITY AND STAFF RESPONSIBILITY

Kimbolton School reserves the right to use AI plagiarism and detection tools, including as part of any investigation into suspected AI misuse. However, staff should not rely on such tools as the sole or primary means of identifying AI-generated content. The more effective approach is assessment design and dialogue: tasks that require process documentation, oral reflection, or contextual knowledge that AI cannot easily replicate. The test is not simply whether AI was used, but whether its use was transparent and whether the pupil can demonstrate genuine intellectual ownership of the work submitted.

Where a member of staff has a concern about AI misuse, they should:

- ask the pupil to explain their work verbally – process, decisions and reasoning;
- request sight of the AI prompts or interactions used, where the task was Level 1 or Level 2;

- refer to the Plagiarism Policy and, if the concern persists, to the Head of Department / Head of Section;
- where used, treat the output of an AI detection tool as one piece of supporting evidence within an investigation, not as sole proof of misuse.

AI MISCONDUCT POLICY

- Any plagiarism or other forms of AI misuse will be dealt with under Kimbolton's Plagiarism Policy and Behaviour and Discipline Policy.
- AI privileges – including permissions granted under Level 1 or Level 2 – may be curtailed for an individual pupil, even where generally allowed for a task or in coursework.
- Kimbolton's policy on plagiarism continues to apply to any improperly cited use of AI-generated or human-generated work submitted as a pupil's own.
- Where AI misuse relates to NEA/coursework for which a pupil has signed an authentication statement, any suspected misuse will be reported to the relevant awarding body in line with the JCQ Suspected Malpractice: Policies and Procedures.
- All cases of academic misconduct relating to AI will be referred to the Deputy Head (Academic).

SAFEGUARDING AND DATA SECURITY

AI use in school carries safeguarding responsibilities. The following apply in all AI-active lessons and tasks:

- Pupils must not enter personal information such as names, addresses or other sensitive data into any AI tool.
- Exam content, assessment briefs and any confidential school information must never be shared with an AI tool.
- Microsoft Copilot, within the School's M365 tenancy, is the only AI tool approved for pupil use at Kimbolton School. No other AI tool may be used for school tasks, on a school or personal device, unless expressly approved in advance by the Deputy Head (Academic).
- Where AI use is part of an assessed activity, pupils should export or screenshot their AI interaction and submit it alongside their work.
- Pupils should not have open-ended, unsupervised access to AI tools during lessons unless the task specifically requires and permits it.

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Curriculum Policy and Academic Guides – Senior School

PSHE POLICY

OVERVIEW

PSHE (Personal, Social, Health and Economic Education) is an important part of the curriculum for all pupils and is underpinned by the school's values including, but not limited to:

- the development of social responsibility and integrity.
- the beliefs and traditions reflected in the School's Christian heritage, whilst respecting those
- of other cultures.
- the building of self-esteem so that pupils develop the confidence and independence of mind to be true to themselves.
- a warm, supportive and inclusive day and boarding community encompassing staff pupils, parents and town.
- tolerance and respect for others, facilitating equality of opportunity.

This policy is available on the school website and should be read in conjunction with:

- Anti-Bullying Policy
- Anti-Cyber Bullying Policy
- Careers Policy
- Child Protection Policy
- Curriculum Policy
- Drugs and Substance Abuse Policy
- Equal Opportunities for Pupils Policy
- Good Mental Health Policy
- Online Safety Policy
- Relationship and Sex Education Policy
- Safeguarding Policy

AIMS

The PSHE programme at Kimbolton aims to contribute to the wider education of all pupils so as to enable them to confidently contribute to communities and society by:

- Encouraging respect for other people (with particular attention given to protected characteristics and the Equality Act 2010), respect for and participation in democratic processes, including respect for the basis on which law is made.
- Being able to distinguish right from wrong, respect the law and take responsibility for all forms of behaviour including an understanding of the importance of identifying and combatting discrimination.
- Developing a respect and appreciation of their own cultures and other cultures in order that they can promote balance and harmony between cultures.
- Developing their understanding of the British Fundamental Values and how to be an effective citizen.
- Supporting pupils in their understanding of themself and develop the values, skills and behaviours that underpin success in employment and education.
- Supporting the spiritual and moral, cultural and social, personal, physical / mental health development of pupils.
- Enabling pupils to make the most of their opportunities to achieve their potential and to prepare them for purposeful involvement, as young people and adults in family, social and economic life and as members of local, national and international communities.

STATUTORY FRAMEWORK

This policy complies with and / or has regard to the following:

- Updated statutory guidance replacing the 2019 version, published on 15 July 2025
- Keeping Children Safe in Education (September 2023)
- PSHE education Guidance (September 2021)
- Relationships Education, Relationships and Sex Education, and Health Education Statutory
- Guidance (2019)
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges
- (September 2021)
- Special Educational Needs and Disability Code of Practice (January 2015)
- Equality Act 2010
- Physical health and mental wellbeing (Primary and secondary) (September 2021)

CREATING A SAFE AND SUPPORTIVE LEARNING ENVIRONMENT

The school is committed to creating a safe and supportive learning environment for all pupils. Lessons are presented in such a way that respectful listening and discussion occurs through established ground rules. This is set up at the start of the year and reinforced at the start of each topic.

No question or comment is dismissed or disregarded, allowing a positive classroom atmosphere, open discussion and sharing of knowledge without judgment.

The nature of PSHE lessons means that pupils may share information or make disclosures which require action on the part of the teacher. This information should be treated sensitively and in line with Child Protection and Safeguarding policies.

We allow opportunities for pupils to raise questions through anonymous question boxes, allowing time for teachers to consult with DSL if a safeguarding concern is raised by an anonymous question.

Details of relevant supporting agencies and institutions are shared at the end of each topic. This is in addition to regular reminders of who pupils can contact should they need to talk about an issue or ask for advice. This includes the school Nursing Team and Pastoral structures.

EQUAL OPPORTUNITIES WITH THE PSHE PROGRAMME

The school values, supports and celebrates all members of the community irrespective of age, sex, sexual orientation, race, religion or beliefs and disability and delivers the PSHE programme in line with the Equality Act (2010) including addressing protected characteristics.

Full PSHE education provision is accessible to every pupil and it is embedded within our pastoral and academic curriculums; all pupils have access to the full PSHE programme as per the revised 2025 Government changes to teaching PSHE/ RSE in schools.. PSHE teachers are made aware of any pupils with Special Education Needs and any support or adjustments required through the school's Academic Support Department and Safeguarding Team

It is inevitable that some pupils will be more vulnerable than others in different lessons due to personal circumstance e.g. the death of a family member. Adjustment in the approach to learning and style of delivery of are taken where necessary, and pupils are given advance notice of topics they may find more sensitive. Pupils are given the option to leave the lesson in these circumstances. Close liaison and clear communication is established with tutor, HOD of PSHE, House team and home as required. The HOD of PSHE writes to parents and guardians at the start of the academic year with a broad outline of the topic

areas to be covered and the school can support individual pupils as required on a case-by-case basis.e.g bereavement and use of the Wellbeing room, specialist help

Respect for fundamental British values and protected characteristics are central to the design of the PSHE programme and encourage tolerance and respect for all embracing diversity and inclusion in our community.

ASSESSMENT

Formal assessment/marking in PSHE is not undertaken as in other subjects. Pupils are assessed informally through the scheme of work and activities provided. Effort grades are awarded each half- term in line with other subjects that are taught.

The PSHE programme is taught by a dedicatd team of teaching staff through a range of teaching methods, including class discussion, video clips, group work, games, card sorts, attitude continuums, quizzes and role play.

Evidence of learning and progress can be informally assessed in a number of ways including, but not limited to:

- Contributions and comments digitally stored in Kimbolton Pupil Documents.
- Class and group discussions.
- Presentations by individuals and groups.

Lesson activities such as quizzes, Microsoft Forms. The delivery of PSHE is monitored by Head of PSHE through learning walks, lesson observations, access to online courses and questionnaire feedback from pupils and the Pupil Voice Forums.

VISITORS AND ONE-OFF EVENTS

To supplement the PSHE provision, the School hosts themed days/weeks such as 'online safety day' and 'Finance Workshops'. Where appropriate, we use visitors from outside agencies or members of the community to support the PSHE programme. This is an enrichment to our programme and not a substitute for our core provision, which is based upon strong relationships between teachers and pupils. Teachers will always be present to manage the learning and ensure the safety of the children, and will agree with the visitor in advance, the learning objectives and outcomes.

PARENTAL CHOICE

Within PSHE, parents have the right to withdraw their children from the RSE, non-statutory/non- Science components of Sex Education. Information about withdrawing children can be found in the RSE policy.

APPENDIX A: Senior School PSHE Curriculum

TIMETABLED LESSONS AND SCHEME OF WORK

The PSHE curriculum is taught in discrete lessons from 1st – 5th Form and follows the highly regarded PSHE Association's framework using their learning objectives that are categorised under the three broad themes of Relationships, Health and Wellbeing and Living in the Wider World. The RSE content is more specifically outlined in the RSE policy.
At Sixth Form, PSHE is delivered as part of a broader Citizenship programme.

Curriculum Policy and Academic Guides – Senior School

1st Form	2nd Form	3rd Form	4th Form	5th Form
Health & Wellbeing				
Self-Concept Online Safety Personal safety Puberty & Menstruation	Drugs, alcohol and tobacco Healthy Lifestyles Personal wellbeing First Aid	Health-Related decisions: Cancer prevention and screening	Mental Health and Emotional Wellbeing Drugs Education Health-Related decisions including Sexual Health and fertility Self-Concept	Managing Risk and Personal safety Sexual Health
Relationships				
Relationship Values Bullying	Diversity and Discrimination/social influences	Online Safety Commitments and breakdowns	Positive relationships	Positive relationships/ Bullying and Abuse
Forming and maintaining respectful relationships Online Safety	Forming and maintaining respectful relationships Online Safety	Diversity/ difference and crime Social influences Relationships & Sex Education, consent and contraception	Relationships and Sex Education – Consent, STIs, Sexual Harassment, Coercion.	Relationships and Sex Education – Sexual Harassment & Violence Online Safety Contraception and Parenthood
Living in the Wider World				
Learning Skills	Media literacy and digital resilience	Choices and Pathways Work and Careers Finance Education Rights and Responsibilities	Financial Choices	Career Development Media Literacy and Digital resilience

The Sixth Form Citizenship Programme covers topics as shown below.

Lower Sixth	Upper Sixth
• First Aid Pride Criminal Law • Being a refugee Drugs Education Financial Intelligence Holocaust Memorial • Psychological Well being County Lines • Medical Aid • Managing your digital footprint Sexual Harassment • Eating disorders Consent • Sexual health	• Vaping • Financial Intelligence Driving law • Let's talk about race Drugs Education Mental health • Risks of dangerous driving Positive voice Pornography

TEACHING RESPONSIBILITY AND STAFF TRAINING – SENIOR SCHOOL

The programme for 1st to 5th form is lead by the Head of PSHE who coordinates a team of teachers who teach PSHE as part of their teaching allocation. All staff receive training to enhance their teaching and are members of the PSHE association and are encouraged to sign up for areas of particular interest. Head of PSHe models best practice and arranges for regular specialist training to be delivered as part of Inset and CPD Twilight sessions.

The teachers are supported by the Head of PSHE with shared access to resources and PSHE teaching staff are also trained on the delivery of RSE. The Head of PSHE and nursing staff are also available to provide support and training to staff teaching RSE.

CROSS CURRICULAR LINKS – SENIOR SCHOOL

PSHE is linked to other subjects in the curriculum and a whole school audit helps to understand where overlaps are to inform the PSHE curriculum. This is also closely linked to the new Tutor programme and Senior pastoral programme to ensure critical themes and topics are covered across the school.

For example: pupils learn about the biology of sexual reproduction and the effects of drugs on people's bodies in KS3 and GCSE Biology lessons and will develop skills and strategies to apply this knowledge in their present and future lives during PSHE lessons.

COMMUNICATION WITH PARENTS – SENIOR SCHOOL

The School are committed to working with parents and carers and communicate via letter and in pastoral evenings about the PSHE topics their children cover each year. We encourage discussion of topics at home by including links to external information and guidance materials from relevant organisations that offer support for conversations with their children and include the RSE policy that communicates the parents' right to withdraw.

SURVEY AND INFORMING FUTURE PLANNING – SENIOR SCHOOL

Questionnaire feedback from pupils and an annual review with the pupil forum helps to inform future planning of the PSHE provision. Staff are also consulted in department meetings.