



**St Andrew's School, Turi**

---

**Curriculum Policy  
(Senior School)**

---

Compiled by:	Deputy Head (Academic)
Approved by:	Head [SS]
Date of review:	April 2025
Date of next review:	April 2027

## 1. POLICY

### Policy statement

In aspiring to be the leading international School in Africa, St Andrew's, Turi seeks to provide a broad and rigorous academic curriculum which will prepare them to be tomorrow's leaders. A Turi education aims to be not merely informative, but also transformative.

### Scope

This policy, along with any associated procedures, applies specifically to the academic curriculum at the Senior School. As such, it is primarily concerned with transforming the *minds* of our students. Other policies address the development of their hearts, bodies, and souls in alignment with our school's broader mission.

### Definition

The curriculum is all the planned activities that we organise to promote learning and personal growth and development.

### Terminology

In this policy, '**Board**' refers to the Board of Governors; '**School**' refers to both the Senior and Preparatory Schools either separately or jointly depending on the context; '**Head**' refers to the Head of the Senior School; '**Staff**' refers to all those working for or on behalf of the School (including staff working on behalf of third part contractors), full or part-time, permanent or temporary, in either paid or voluntary capacities; and '**Parents**' includes one or both of the parents, and legal or education guardians.

### Legal and regulatory framework

This policy aligns with:

- Section 8 of the UK Education Act (1996)
- Kenya's Basic Education Act (2013); Sessional Paper No. 2 (2015), Kenya Institute of Curriculum Development Act, No. 4 (2013); the Kenya National Examinations Council Act 2012 and associated Amendment Bill (2024)
- from the Kenyan constitution, Article 43 on economic and social rights states that every person has a right to education
- among the functions of the National Government in the fourth schedule, item 15 mandates the Ministry of Education oversees education policy, standards and curriculum
- international legislation such as the Sustainable Development Goals (MDGs) 2015, by which Kenya's provisions for education are guided
- DfE's National Curriculum in England (2014)
- Pearson Edexcel and CAIE Exam board regulations
- British Schools Overseas (2023) standards and ISI Framework (2025)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)

## **Review**

The Deputy Head (Academic) will review this policy biennially.

## **2. ROLES AND RESPONSIBILITIES**

### **The Board**

The Board ensures that the curriculum is appropriate and challenging for pupils in relation to their ages, aptitudes and needs, including those with special educational needs and / or disabilities (SEND).

### **The Head**

The Head ensures that:

- The Deputy Head (Academic) and Assistant Head (Academic) oversee curriculum delivery;
- The Curriculum Policy is shared with the Senior Executive Committee (SEC).

### **The Deputy Head Academic (DHA)**

The DHA ensures that:

- The curriculum is well planned and meets stated objectives;
- The Head receives timely updates on curriculum developments and student progress.

### **Heads of Faculty (HOFs)**

HOFs:

- are accountable for their faculty's subject-specific curriculum implementation and alignment with school policies and values;

### **Heads of Department (HODs)**

HODs:

- are responsible for subject-specific curriculum implementation and alignment with school policies and values;
- coordinate with Prep School counterparts for curriculum continuity.

### **Academic Staff**

Academic Staff plan and deliver the curriculum in accordance with this policy and the School's aims, ensuring all pupils have the opportunity to learn and make progress.

## **3. PRINCIPLES**

These are the main principles on which this policy is based:

1. Delivering a broad, balanced and challenging curriculum
2. Adopting best practice
3. Ensuring a smooth transition at each stage of education
4. Ensuring inclusion

### **3.1 Delivering a broad, balanced and challenging curriculum**

The curriculum is designed to offer a diverse range of academic and co-curricular opportunities, both in and beyond the classroom. It aims to cultivate not only knowledge but also essential character traits such as the school's values of courage, integrity, and compassion, ensuring students develop into well-rounded individuals prepared for future challenges.

Key elements include:

- weekly Clubs, Games and Adventure sessions;
- fortnightly PSHE for all year groups, covering Relationships and Sex Education (see RSE Policy), mental health, social and economic well-being, and career guidance;
- Round Square IDEALS (Internationalism, Democracy, Environment, Adventure, Leadership, and Service) embedded in teaching;
- annual adventure weekends away for Years 9, 10 and Y12;
- recognition of the value that trips play to supplement on-site education.

#### **Key Stage 3 (Year 9)**

- The English National Curriculum (2014) is delivered up to the end of Key Stage 3 (Year 9), working closely with the Prep School to ensure appropriate coverage.
- Kiswahili and Kenyan History (required elements of the Kenyan National Curriculum) form part of the curriculum for all pupils in Year 9.

#### **Key Stage 4 (Years 10 and 11)**

- GCSE pathways follow a common core of English Language, English Literature, and Mathematics.
- Students choose six other subjects (including at least one Science), tailored to student interests and ability, leading to 9 (I)GCSE subjects.

#### **Key Stage 5 (Years 12 and 13)**

- Students study at least 3 AS levels, continuing these to A level in Year 13. Some of the most academically able will study 4 subjects at AS level and sometimes to A level.
- All students are able to pursue the Extended Project Qualification in addition to their A level studies.
- The Turi Leadership Award (TLA) complements the academic A level curriculum and provides breadth in a uniquely Turi style.

#### **(i)GCSE and A level**

- Pearson Edexcel and CAIE exam boards are used for all (I)GCSE and A level courses, with HODs choosing the most suitable specification in conjunction with HOFs.
- The School is committed to offering a wide choice of subjects at GCSE and A level, even when numbers for the subject are small. This is seen as part of the School's commitment to being a leading, academic, British international school.

### **3.2 Adopting best practice**

Our curriculum gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. Subject matter must be appropriate for the ages and aptitudes of all pupils.

Personal, social and health and economic education should reflect the School's aim and ethos, as well as the laws of Kenya, and encourage respect for other people. All pupils must have the

opportunity to learn and make progress and be effectively prepared for the opportunities, responsibilities and experiences of life in society.

The curriculum should support and promote the fundamental values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

### **Literacy, Numeracy, Speaking and Listening**

English literacy and numeracy are embedded in all areas of the curriculum. It is the responsibility of all teaching staff to reinforce these skills and to promote their use wherever relevant.

Speaking and listening are vital communication skills. Every pupil should be able to communicate clearly, proficiently and politely, using Standard English and to adapt their speech to suit the audience and purpose. They should be able to listen, analyse and respond confidently to a variety of sources including music and languages other than English. All subjects should include a variety of speaking and listening opportunities, where appropriate, in their curriculum delivery.

### **3.3 Ensuring a smooth transition at each stage of education**

We are committed to making the transition from the Prep School, or other feeder schools, into the Senior School as smooth as possible. Liaison between the Prep School and the Senior School is achieved through shared policies to support transition and:

- INSET opportunities and Collaboration Days between the schools;
- by meetings arranged between Heads of Departments in the two Schools;
- by meetings between the Deputy Heads (Academic) in both Schools;
- collaboration between the Learning Success Centres in both schools;
- a comprehensive transition programme for Year 9 students overseen by the Head of Year 9 who works closely with prep school colleagues.

To support students in their transition beyond School and to allow students to make well-informed choices, all year groups receive high-quality, impartial and up-to-date careers guidance as part of a structured careers programme. The Head of Careers is responsible for the design and implementation of this programme. Despite our rural location, the programme includes encounters with employers and employees; experiences of workplaces through our Work Experience scheme; and encounters with higher education providers through our University Fairs.

### **3.4 Ensuring inclusion**

As a School, we seek the highest for every individual with Christ as our guide. We are therefore committed to meeting the needs of all students, including those with special educational needs and/or disabilities (SEND) and Gifted and Talented (G&T) learners.

Our curriculum is delivered with the goal of minimising barriers to learning for SEND students by incorporating good practice into our teaching provision for all. Where quality adaptive teaching and reasonable adjustments are insufficient to meet the whole remit of a student's needs, additional provision will be made through the Learning Success Centre (LSC). (See SEND Policy.)

The Director of Learning co-ordinates a whole school programme to stretch students who have been identified as G&T through our scholarship programme. Scholarships are available in the following categories: Academic, Art, Sport, Drama, Music and All-rounder as well as Head's Award.

#### 4. Pupil placement and setting

- Year 9** Pupils are placed in mixed ability groups. Mathematics and French is set based on ability.
- Years 10 and 11** Pupils are placed in mixed ability groups within their option subjects. Setting takes place in English and Mathematics based on ability.
- Years 12 and 13** Pupils are placed in mixed ability groups within their option subjects.

Pupils are placed in Tutor groups, which contain a mix of pupils within the same Boarding House.

#### 5. Implementation

HODs have a responsibility to ensure that there is appropriate department-wide planning, which will ensure an equity of access to the curriculum. HoDs must input curriculum plans into three supporting documents:

- Curriculum overview for the whole school (both PS and SS);
- Curriculum intent and mid-term plans;
- Schemes of Work.

Whilst the precise format of the SOW may be decided by each HOD it should include at minimum:

- ✓ Unit Title, Learning Objectives, Duration
- ✓ Signposts to resources on SharePoint, Flagged Assessments, mark schemes, holiday work.

SharePoint Department Folders must be well-structured, with folders that correspond directly to the sub-sections in the SOW. Other resources (including teachers' personal adaptations) should be kept in sub-folders. Care must be taken to ensure that the recommended resources are sufficient but limited in number, so as to make planning by new teachers as efficient as possible.

All teaching staff have a responsibility to teach effective academic lessons in accordance with the standards set out in their job descriptions, which are informed by the [UK Teachers' Standards](#) (2021). Our pedagogical practice is guided by educational research, which has informed the development of 'The Turi Way' for the implementation and teaching of our curriculum.

6. Year group coverage – periods are of a 60-minute duration, with a two-week timetable

Hours	Y9	Y10	Y11	Y12	Y13
1					
2					
3					
4					
5					
6	English (8)				
7		English (11) In ability sets	English (11) In ability sets	Option 1 (12)	Option 1 (12)
8					
9					
10					
11					
12	Maths (7) In ability sets				
13					
14					
15		Maths (9) In ability sets	Maths (9) In ability sets		
16					
17	Biology (4)			Option 2 (12)	Option 2 (12)
18					
19					
20					
21	Chemistry (4)				
22					
23		Option A (6)	Option A (6)		
24					
25	Physics (4)				
26					
27					
28					
29	Geography (4)	Option B (6)	Option B (6)		
30				Option 3 (12)	Option 3 (12)
31					
32					
33	History (4)				
34		Option C (6)	Option C (6)		
35					
36					
37	RS (4)				
38					
39					
40					
41	French (4) (or LSC)	Option D (6)	Option D (6)		
42				Option 4? (12)	Option 4? (12)
43					
44					
45	Spanish (4) (or LSC)				
46		Option E (6)	Option E (6)		
47					
48	Art (2)				
49				PSHE (1)	PSHE (1)
50	Drama (2)				
51					
52	Music (2)				
53		Option F (6)	Option F (6)		
54	Computing (2)				
55					
56	Kiowahiri (2)				
57		Core PE (2)	Core PE (2)		
58	Core PE (1)				
59	PSHE (1)	PSHE (1)	PSHE (1)		

## **7. Other documents to be read in conjunction with this policy**

- RSE Policy
- Assessment and Feedback Policy
- The SEND Policy
- Careers Policy
- The Turi Way
- Curriculum overview for the whole school
- Curriculum intent and mid-term plans
- Schemes of Work
- GCSE and A level Option Booklets