ISA Awards 2023
Case Study:
Award for Future Readiness

KING'S HIGH SCHOOL

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History of the School

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King's High has a rich history, pioneering girls' education since the late Victorian era. Founded in 1879 with a mere 22 students under the leadership of Miss Mary Fisher, the school has consistently championed academic excellence and embraced innovation. From its modest beginnings in Landor House, King's High has flourished into a vibrant institution educating over 830 young women.

The 20th century witnessed a period of remarkable growth and evolution for King's High. The curriculum expanded to encompass scientific disciplines like Botany and Chemistry, reflecting the changing needs of the times. This forward-thinking approach extended to student leadership, with the introduction of Form and School councils in the 1920s, fostering a sense of responsibility and community among the student body. A significant building program in the 1960s further solidified the school's position, accommodating over 600 students and consistently producing high-achieving graduates, with several girls securing coveted spots at Oxford and Cambridge.

As the 20th century drew to a close, King's High continued to adapt and introduce new subjects relevant to the emerging world. Computing, Business Studies, and Psychology found its place within the curriculum, ensuring students were equipped with the skills and knowledge demanded by a rapidly changing society. The 21st century ushered in a new era of ambitious expansion. A comprehensive building program significantly enhanced the school's facilities, providing a modern learning environment to nurture the talents of its students. Today, under the guidance of Dr Stephen Burley, King's High thrives as a dynamic and forward-thinking school for girls aged 11-18. The impressive student body of over 830 flourishes within bespoke buildings, fostering a vibrant and stimulating learning environment.

King's High goes beyond traditional academics, offering a powerful educational vision that empowers every student to flourish. As part of the Warwick Independent Schools Foundation, students enjoy the unique benefit of "Project One Campus," collaborating, working, and socialising with students in a co-educational setting. This fosters a spirit of inclusivity and broadens their learning experiences. The school's strategic focus prioritizes core values such as well-being and happiness, fostering a strong sense of community and social responsibility. Creativity and curiosity are actively encouraged, ensuring students develop the critical thinking skills necessary to navigate the complexities of the modern world. Opportunities and futures are at the heart of the King's High experience, with the curriculum meticulously designed to prepare students for life beyond the classroom walls. There's a strong emphasis on developing individual interests and valuing each student's unique qualities, ensuring they are ready to make a positive impact on the world.

King's High stands as a testament to its unwavering commitment to academic excellence and progressive thinking. By fostering a nurturing and inclusive environment, the school empowers its students to become confident, compassionate, and future-ready young women.

https://www.kingshighwarwick.co.uk



Aims of the Curriculum of the Future Project

- Equip students with critical thinking, creative thinking, real-world problem-solving, and effective communication (oracy) to thrive in an automated future.
- Ensure the curriculum addresses the evolving needs of society, preparing students for the challenges and opportunities of the future.
- Cultivate teamwork, self-reliance, and initiative to navigate an increasingly complex world.
- Spark a love of learning, critical thinking, and innovative problem-solving to tackle future challenges.
- Equip students with the determination and perseverance to overcome obstacles in their future endeavours.
- Instil a sense of social responsibility and global citizenship, enabling students to become positive change agents for the world.
- Integrate practical, hands-on experiences like building projects and documentary filmmaking to solidify knowledge and problem-solving skills.
- Utilise innovative assessment strategies like presentations and project work that go beyond traditional rote learning.
- Provide engaging, future-oriented courses beyond traditional GCSEs, addressing areas like sustainable engineering and global citizenship.
- Offer a comprehensive program equipping students for success in higher education, apprenticeships, and future careers.




Actions to Implement the Curriculum of the Future Project

- To develop core skills for the AI Age, the school implemented curriculum-wide integration of critical thinking, creative thinking, and problem-solving activities. Additionally, dedicated courses or modules focused on communication and public speaking (oracy) were offered.
- In order to ensure learning reflected the ever-changing needs of society, curriculum content underwent regular review and updates. This was further enhanced by partnerships with industry professionals and experts, who brought real-world experiences directly into the classroom.
- A focus on collaboration and fostering student independence was cultivated through the implementation of group projects, collaborative learning activities, and opportunities for student leadership and independent learning projects.
- To nurture creativity and curiosity, the program implemented dedicated creative thinking and design thinking programs. Additionally, students participated in open-ended projects and research initiatives, fostering a spirit of exploration and discovery.
- To cultivate persistence and resilience, the curriculum incorporated challenging and problem-solving activities. Additionally, growth mindset strategies were implemented alongside fostering a supportive learning environment.
- We fostered a generation of changemakers by offering courses in social justice, global citizenship, and entrepreneurship. Students also gained practical experience through community service and social action projects.
- To embed real-world learning, we integrated hands-on projects, exemplified by the model-building activities within the "Sustainable Engineering" module. Project-based learning was also a key strategy, allowing students to apply knowledge to real-world scenarios, like the documentary filmmaking project of the "Global Citizenship" module.



- To provide a more holistic view of student learning, the program diversified assessment methods beyond traditional exams. This included implementing a variety of assessments such as presentations, portfolios, and practical demonstrations. Additionally, 'viva voce' examinations (oral questioning) were employed to assess both understanding and communication skills.
- In anticipation of future needs, the program spearheaded the development and implementation of innovative courses like the "Future-Ready" options, which extended beyond the traditional GCSE curriculum. These courses incorporated cutting-edge content that tackled real-world challenges like climate change and data analysis, equipping students with the knowledge and skills for the future.
- To equip students for diverse pathways, the program organized career fairs and workshops. These events exposed students to a wide range of educational and professional options. Additionally, "Your Future" courses, focusing on practical skills like financial literacy and interview techniques, were offered.
- To foster collaboration and knowledge sharing, the program organized conferences and workshops like "Future Fwd," providing a platform to share best practices with other schools. Additionally, a partnership with the School Directed Courses Consortium facilitated the development of innovative curriculum content.
- To champion innovative teaching strategies, the program provided training and support for teachers in integrating creative thinking and design thinking methodologies. Additionally, it encouraged them to incorporate project-based learning and explore alternative assessment methods.

Outcomes of the Curriculum of the Future Project

- We saw our vision of a future-focused curriculum come to fruition.
- A national dialogue on education was sparked through the Future Forward Conference that brought together educators, politicians and industry leaders.
- The key skills and dispositions of collaboration, creativity, curiosity, persistence and independence were identified and reinforced.
- The school became the first in the country to explicitly teach these skills, embedding them across departments and through innovative courses like "Create."
- The launch of future-ready courses moved us away from rote learning and offered cutting-edge content in areas like social justice, climate change, and entrepreneurship.
- Courses like "Sustainable Engineering" and "Global Citizenship" involved students in building model electric vehicles and creating documentaries on pressing global issues and developing real-world problem-solving experiences.
- Students were prepared for diverse pathways.
- We were able to share the knowledge we have gained nationally through publications, training sessions, and by co-founding the School Directed Courses Consortium.




Next steps for the Curriculum of the Future Project

- To continue to be innovative and adaptable in our direction, empower our students and share best practices.

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