



KNIGHTSBRIDGE SCHOOL

Curriculum Policy

This Curriculum Policy is made available to parents of all pupils, and of prospective pupils, via the Parent Portal and, on request, in writing from the school office. This policy applies to the whole school, including the EYFS. It should be read in conjunction with the Teaching and Learning policy, the Marking and Feedback policy, the Homework policy, the Whole School Literacy policy, the Educational Visits policy, Assessment policies, Equality of Opportunity and Inclusion Policy.

Specific curriculum details for each year group are available to parents at the Curriculum Evenings at the beginning of each academic year.

“The Curriculum” is defined as all the planned activities that we organise in order to promote learning, personal growth and development and to fulfil the school’s aims. It includes, where appropriate, not only the requirements of the National Curriculum for England and Wales, but also a range of curricular and extracurricular activities that enrich the children’s education. Furthermore, it incorporates the spiritual, moral, social and cultural or ‘hidden curriculum’; what the children learn from the way they are treated and expected to behave and the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance.

1 Introduction

- 1.1 Knightsbridge School offers full-time, supervised education to children aged 3 – 16. The principal language of instruction is English. The curriculum at Knightsbridge School gives our children the opportunity to experience linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative education.
- 1.2 Central to the successful learning environment offered by Knightsbridge School is a rigorous academic programme and a high standard of preparation for the academic entrance examinations for chosen senior schools, both of which are supported and enhanced by a vibrant school culture to enable ‘All-Round Achievement’.
- 1.3 Knightsbridge School fosters a strong sense of community and provides a supportive and warm environment, within which children are encouraged to work hard and play hard. Small classes are overseen by highly talented and dynamic members of staff who ensure the pupils benefit both academically and personally.
- 1.4 We aim to prepare children not only for senior school, but also for life beyond schooling. We regard the school years between ages 3 to 16 as forming the base on

which our children will build their future education and offer as broad an education as possible during their time with us. As part of our motto of 'All-Round Achievement' we place a strong emphasis on a broad curriculum with a wide variety of subjects often taught by subject specialists.

- 1.5 The aim is that the children make the most of every opportunity to learn, acquire new knowledge, make progress and achieve their full potential, enabling them to build strong self-confidence and to develop their spiritual, moral, social and cultural awareness. Central to this ethos is the "KS Code", which helps KS pupils grow into happy, independent learners well equipped to become global citizens.
- 1.6 The "KS Code" (see 4.5), is a set of twelve simple principles to which all members of the KS community are expected to aspire. The result is a strong and caring "Knightsbridge family" that encompasses the whole school and is embraced and supported by its parents. This culture permeates, and is consistent across, every facet of the school's programs. The KS Code encompasses fundamental British values structured and presented in language that is consistent with the school ethos.
- 1.7 At Knightsbridge School, great emphasis is placed on instilling in the children the virtues of mutual respect, independent thinking and self-motivation, positive attitudes and participation. The pupils are encouraged to pursue their interests and explore their talents. The school aims to employ the best staff, who will nurture the pupils; to embrace any additional needs or talents and provide the necessary individual support; and to strive to achieve the highest standards. Of particular importance to the ethos of Knightsbridge School is that all these things are done within a positive atmosphere.
- 1.8 Knightsbridge School's curriculum is organised to promote learning, personal growth and development. It includes, where appropriate, not only the formal requirements of the National Curriculum and other relevant curricula (ISEB, GCSE), but also a range of additional subjects and extra-curricular activities to enrich the experience of the children. Emphasis is placed on ensuring that pupils acquire speaking, listening, literacy and numeracy skills, and that the subject matter is appropriate for the ages and aptitudes of pupils, including any that have a statement. In addition, there is a 'hidden curriculum': what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and cooperate with others, while developing knowledge and skills, so that they achieve their true potential.
- 1.9 Every opportunity is taken to ensure that children are prepared for the opportunities, responsibilities and experiences of adult life in British society and are able to make a positive contribution. The children undertake a course in Life Skills, incorporating PSHE and RSHE, which reflects the aims and ethos of the school and encourages respect for other people. This includes, where appropriate, impartial information and advice about a broad range of career options which helps to encourage them to make informed choices and fulfil their potential. Advice is also given to children and parents about future school aspirations.

2 Our School Vision Statement

- 2.1 We are a vibrant and friendly school where pupils enjoy a broad range of opportunities designed to inspire and motivate whilst nurturing individual talents and values. Our children are provided with the guidance and support to become confident, responsible individuals with the resilience and integrity to be the best they can be and to make a positive contribution as global citizens.

3 Our School Aims

Atmosphere

- We aim to create a stimulating, positive and caring learning environment based on communication, close partnerships, mutual trust and respect.

Attitude

- We aim to establish a life-long love of learning, so that our children are inspired to strive for excellence; in doing so they become interesting, engaged and fulfilled.

Autonomy

- We aim to foster self-motivation, independence and curiosity, so that we grow in confidence to achieve the highest standards in all that we do.

Achievement

- We aim to provide a holistic, balanced and varied curriculum which enables our children to develop the knowledge, skills and values they need to tackle challenges and achieve their full academic potential.

All-Rounder

- We aim to develop individual all-round achievement in the areas of learning, leadership, music, art, sport and drama by providing a wide variety of opportunities, expertise and extra-curricular activities, allowing children, with varied interests, to shine.

Action

- We aim to be a positive influence in the community by fostering the qualities of respect, discipline and a sense of responsibility, so that we are compassionate, collaborative, and committed to making a difference.

4 Standards at Knightsbridge School

- 4.1 All members of staff must strive for the well-being of the children, observe a purposeful code of conduct and work in harmony with one another to create an environment and a sense of common purpose, which we would desire for our own children.

4.2 Staff should aim to:

- help the children to achieve in line with our school aims;
- create a happy working atmosphere;
- develop children's self-discipline and self-control;
- encourage children to achieve in all aspects of the learning process;
- ensure that children recognise and respect the rights and cultures of others;
- help the children to learn to work as a team, supporting and helping each other and as individuals;
- promote the values of honesty, fairness and respect for others and ensure that children know right from wrong;
- facilitate sensible and rational solutions to conflicts; and
- encourage accountability for behaviour.

4.3 These aims can be implemented only if all colleagues recognise an acceptable standard of behaviour throughout the school as reflected in the KS Code. In addition, staff created a RULER charter, outlining how colleagues wish to work together. This is reviewed together annually.

4.4 It is imperative that members of Staff conduct themselves according to the Staff Code of Conduct.

4.5 **KS Code**

- I will remember how lucky I am and do my best at everything.
- I will remember to do something creative every day.
- I will respect others and their possessions.
- I will try to always be fair and honest and seek to forgive.
- I will say nothing that will be hurtful to others.
- I will remember to recycle, reduce and reuse.
- I will remember to walk fast and not to run.
- I will remember to treat others as I wish to be treated myself.
- If I have any worries, I will talk to an adult I trust.
- I will remember that giving and sharing are the best feelings in the world.
- I will try not to let others feel lonely.
- I will strive for a healthy body and a healthy mind.

5 **Spiritual, Moral, Social and Cultural Development of Pupils**

See Appendix A – SMSC at Knightsbridge School, Appendix B – British Values at Knightsbridge School.

5.1 At Knightsbridge School, the whole school community lives by and actively works towards the KS code and the school aims. We strongly believe that the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are an intrinsic part of the KS Code and therefore, alongside our curriculum, including PSHE, and program of assemblies and lectures we are actively promoting fundamental British values. This is consistent with the DfE advice which states that SMSC can be 'infused' within the day-to-day operation of a school. Through termly elections for the School Council as well as activities such as mock elections, we encourage our children to have respect for, and

participate in, the democratic process. Additionally, we seek to develop in every young person the values, skills, and behaviours they need to make a positive contribution to life in British society. All pupils receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and determination, which underpin success in education and employment.

- 5.2 Our children are taught to distinguish right from wrong from an early age and to respect the civil and criminal law of England. They are also given opportunities to develop their knowledge of and respect for public institutions and services in England. This explicit teaching is backed up by talks given by external visitors, for example from the local constabulary and fire service and St John's ambulance.
- 5.3 Life Skills, Perspectives and individual subject curricula, as well as the topics covered in our assemblies, encourage our children to have mutual respect and tolerance of those with different beliefs and faiths. Further tolerance and harmony between different cultural traditions is encouraged by enabling pupils to acquire an appreciation of and respect for their own and other cultures as festivals from a wide range of world faiths and cultures are celebrated in school. By the celebration of different cultures, children are encouraged to learn about equality and diversity, valuing it in all forms.
- 5.4 Head of Department and Heads of Section are required to identify in planning the opportunities for the active promotion of diversity and British Values at all levels.

6 Organisation and Planning

Refer to Appendix C Table of lesson and non-lesson period allocation.

- 6.1 We plan our curriculum in three phases: long term, medium term and short term.
- 6.2 We agree a long-term plan for each year group under the guidance of the Head of Department. This indicates what topics are to be taught in each term. We review our long-term plans on an annual basis.
- 6.3 Medium term plans or schemes of work include clear guidance on the objectives to be covered and some guidelines on differentiation and teaching strategies that could be used. The relevant Heads of Department provide these for teachers.
- 6.4 Short term plans are those that teachers write for a daily, weekly or short-term series of lessons. They identify the learning objectives of individual lessons and strategies to achieve this given the various needs of children in the class. Adjustments in light of marking and other assessments are expected. Teachers give regular feedback and learning targets personal to the children.
- 6.5 In the Early Years Foundation Stage (EYFS) we adopt a cross-curricular, inquiry approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and coverage of the early learning goals, and there is planned progression in all curriculum areas. The EYFS class teachers plan for the three

Prime (PSED, CL and PD) and Four Specific (Maths, Literacy, USW and EAD) Learning Areas weekly.

- 6.6 From Year 1 upwards, there is an increasing emphasis on explicit subject teaching but we do seek to encourage cross-curricular links. Teachers adhere to the Literacy Policy in all subjects.

7 The Early Years Foundation Stage (EYFS)

- 7.1 The EYFS provision at Knightsbridge School complies with the statutory framework for children's learning, development and welfare. The curriculum that we teach in the Nursery and Reception classes is underpinned by the curriculum for the EYFS. The curriculum is planned in accordance with the "Statutory Framework for the Early Years Foundation Stage" (effective 1 September 2024 - Last updated 19 January 2024) as well as the Birth to 5.
- 7.2 Four guiding principles should shape practice in early years' settings. These are:
- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
 - children learn to be strong and independent through positive relationships
 - children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
 - importance of learning and development. Children develop and learn at different rates. (See "the characteristics of effective teaching and learning" at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).
- 7.3 The development of each child is recorded through photographic observations matched with written observations which link to development matters statements and Early Learning Goals. Observations also show the characteristics of effective learning which the child is showing in each scenario and are evidenced in a 'Learning Journey' which provides insight into the progress made by the individual. Observations made of each child in a variety of environments and learning situations ensure that an accurate recording of individual attainment is made. In addition, children can add to their journey evidencing extra enrichment activities and achievements outside of school.
- 7.4 With a comprehensive view of the level of development for each child, an appropriate and challenging curriculum can be delivered to ensure the needs of the individual can be met effectively and every child reaches their potential.
- 7.5 Careful and flexible planning between all the staff in contact with the children ensures a wide, varied and effective curriculum is delivered. At Knightsbridge School, subject specialist teachers in French/ Spanish, Dance, Drama, Music and P.E. (including Forest School) work closely with class teachers to give an accurate

picture of attainment in relation to the Development Matters statements and Early Learning Goals.

7.6 The Learning Environment

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently.

Our school fully supports the principle that young children learn through play and by engaging in well-planned, structured activities. Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Playing and exploring learning opportunities with peers is important for children's development.

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves, and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

- 7.7 The EYFS classes visit outdoor areas when possible. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors as well as improving their gross motor control. It offers the children opportunities to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all areas of learning. We also make full use of our physical environment to support the teaching and learning.

8 Junior School (Years 1-6)

- 8.1 Key Stage 1 of the National Curriculum begins formally in Y1. Class Teachers for Y1 – Y4 are responsible for teaching RWI or English, Maths, Science, History and Geography (Topic.), Reasoning, Life Skills and Perspectives. Subject specialist teachers are employed in Art, French, Spanish, Performing Arts (Drama, Dance, Music) and Physical Education (including swimming)
- 8.2 In addition to the above, Y3 formally start Computing. Y5 and Y6 are taught by specialist teachers.

9 Senior School (Years 7-11)

- 9.1 In the Senior School, the children follow a modified national curriculum syllabus which allows focus on the core subjects examined at 13+ Common Entrance, Scholarship examinations and GCSEs.

- 9.2 Specialist teachers deliver all lessons.
- 9.3 Year 7-9 pupils continue to undertake studies across a range of subjects that cover a modified key stage 3/4 national curriculum.
- 9.4 Year 10 pupils begin their chosen GCSE courses. The compulsory subjects being Maths, English (Literature and Language) Science (single or double-award). Optional subjects include: Sociology, Business Studies, Geography, History, French, Spanish, Latin, Drama, Music, Art and Design and Computer Science. Subjects offered are subject to review.
- 9.5 Year 11 pupils complete the second year of their GCSE courses.

10 Key Curriculum Areas/Experiences-
Please refer to the specific schemes of work for each subject area and year group for details. Refer to Appendix D Independent and Personalised Learning

- 10.1 *Linguistic* (EYFS – Communication and Language)
Knightsbridge School places emphasis on the development of the English language and foreign languages in the curriculum. We develop children’s English communication skills and aim to increase their command of language through listening, speaking, reading and writing. These skills enable children to express themselves creatively and imaginatively and to communicate with others effectively. Children learn to become enthusiastic and critical readers of stories, poetry and drama, as well as non- fiction and media texts. The study of English helps pupils understand how language works by looking at its patterns, structures and origins. Using this knowledge, children can choose and adapt what they say and write in different situations. Literature in English is rich and influential, reflecting the experience of people from many countries and times. Children also start studying French at Nursery. Beginning in Reception, children choose to study French or Spanish, which they will continue with until Year 6. In the Senior school, parents and pupils can decide to continue with French or Spanish, or begin Mandarin, and will continue with their chosen language until the end of Year 9 when they have the opportunity to study the language at GCSE. Mandarin is being rolled out year on year through the senior school.
- 10.2 *Mathematical* (EYFS – Mathematics)
Children learn to calculate, understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of Mathematics is developed in a variety of ways, including practical activities, exploration and discussion. We use a variety of teaching resources to support the curriculum and promote children’s learning.
- 10.3 *Scientific* (EYFS – Understanding the World)
Science stimulates and excites children’s curiosity about phenomena and events in the world around them. Children acquire scientific knowledge and develop their

understanding of nature, materials and forces. Emphasis is placed on the development of enquiry skills, which enable them to observe, form hypotheses, conduct experiments, record findings and draw appropriate conclusions.

10.4 *Technological* (EYFS – Understanding the World)

All children have access to computers during regularly scheduled Computing lessons (with a specialist teacher from Year 5). Teachers also use interactive whiteboards to enhance the teaching and learning environment. An additional computer lab is also available for classes to use with their form/subject teachers. The main aim of our Computing curriculum is to provide children with opportunities to develop, plan and communicate ideas. Children use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. Linguistic and mathematical development are also supported and enriched using online programmes, namely Sparx, StudyHall and Atom Learning. Art/ICT Teachers plan for DT, giving children an opportunity to combine practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices. As they do so, they reflect on and evaluate present and past design and technology, its uses and effects. Through design and technology, all pupils can become discriminating and informed users of products, and become innovators.

10.5 *Human and Social* (EYFS – Understanding of the World or Personal, Social and Emotional Development)

Children study The Humanities, History, Geography and Perspectives, starting in Y1. History fires the pupils' curiosity about the past in Britain and the wider world. They consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. Geography provokes and answers questions about the natural and human worlds, using difference scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps and a range of investigative and problem-solving skills both inside and outside the classroom. Perspectives promotes spiritual, moral, social and cultural development and awareness, linking with Life Skills - PSHE and SMSC. We are a non-denominational school and we therefore embrace the celebrations of many different religions including Christmas, Easter, Harvest, Chinese New Year and Diwali. We warmly welcome parents to come in and talk to the children about religious festivals, in class or by leading an assembly, and they are welcome to provide decorations or symbols to further educate the children. Knightsbridge School links closely with the local residents, local organisations (RBK&C, Police, Fire Station, St. Paul's Knightsbridge, The Royal Hospital) and we have set up and support the KS Educational Foundation to support the local community. Each year we choose two whole school charities. Each year group also supports a charity and this helps to educate the children on charity work and to reinforce our giving and sharing ethos.

10.6 *Physical* (EYFS – Physical Development)

The school's motto "healthy body, healthy mind" is embedded in the school ethos and school organisation. Children receive a minimum of two hours of sports instruction per week with Years 2 & 3 taking swimming lessons with specialist

teachers. The aims of sport are to develop the children's physical coordination as well as their tactical skills and imaginative responses, and to help them evaluate and improve their performance. Children acquire knowledge and understanding of the basic principles of fitness and health. Healthy bodies are also developed through our commitment to providing nutritious food at snack and lunch times for all children. Extra-curricular activities and sports competitions are numerous and give children opportunities to explore their unique physical talents and gifts. Physical education develops children's physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skill, physical development and knowledge of the human body in action. Children are provided with opportunities to be creative, competitive and to face up to the different challenges as individuals and in groups and teams. Sports help develop positive attitudes towards active and healthy lifestyles. Children are given opportunities to discover their aptitudes, abilities and preferences, and make choices about participating in lifelong physical activities.

10.7 *Aesthetic and Creative* (EYFS – Expressive Arts and Design)

The KS Code says "Do something creative every day."

Children study visual arts, music and drama with specialist teachers. Curriculum focuses on the process of making, composing and inventing. Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world. Pupils use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. Children learn to understand, appreciate and enjoy how visual arts have the power to enrich personal and public lives. Music is a powerful, unique form of communication that changes the way pupils feel, think and act. A peripatetic music staff of guitarists, singers, pianists, flautists, harpists, drummers, saxophonists and violinists offer individual lessons to children.

11 **Trips and Outings**

Please refer to the Educational Visits and Off-Site Activities Policy

- 11.1 Classes will generally go on one outing per term to complement an area of the curriculum and full use is made of the wealth of local facilities such as museums, art galleries, theatres, historical sites and sites of scientific interest.
- 11.2 Part of the curriculum is delivered through residential trips (additional payment is required) in Years 3 – 11. These enhance the curriculum and provide valuable learning opportunities along with the accumulation of new skills.
- 11.3 All trip and extra-curricular leaders are required to identify the clear educational as well as any SMSC themes in their planning.

12 **Homework**

Please refer to the Homework Policy

12.1 Homework is set with the aim to both strengthen skills learnt in lessons and develop pupil's own curiosity. Undertaking work independently also develops important skills around time management and organisation. The expectations around homework change according to the age and needs of the child, so please see the Homework Policy for specific details.

13 Assessment and Reporting

Please refer to the Assessment Policy and the Marking and Feedback Policy

13.1 Assessment is an important part of the teaching process. Regular assessments are made of children's work to establish a level of attainment and to inform future planning. Teachers use assessment information to track the progress of individual pupils and the Heads of Department use it to monitor the effectiveness of the teaching and curriculum.

13.2 Record keeping and assessment procedures are defined in the Assessment Policy.

13.3 Reports are intended to give parents clear, accurate and useful information on their child's progress.

14 Future Schools Preparation and Careers Guidance

14.1 Knightsbridge School offers preparation and support for children who are taking the 11+ , 13+ or GCSE examinations and their parents. Through this, we aim to find the right school for each child so that they may fulfil their potential and be adequately prepared for the opportunities, responsibilities and experiences of adult life.

14.2 During Assemblies, we aim to provide our children with an insight into the working world, along with careers ideas, in an impartial manner. This helps pupils to make informed choices about a broad range of career options and encourages pupils to fulfil their potential.

14.3 Knightsbridge School works consciously to prevent all forms of stereotyping in the advice and guidance given to ensure that pupils in Years 6 to 11 from all backgrounds and diversity groups consider the widest possible range of careers.

15 Learning Support

15.1 Any child may have an additional educational need during their school career: something with which they need help, or encouragement. At KS we are committed to provide learning support as required and via a wide range of support methodologies.

15.2 The curriculum in our school is designed to provide access and opportunity for all children who attend the school. We differentiate lessons to ensure all children have full access to the curriculum and are suitably challenged. Learning targets personal to the child provide carefully adjusted opportunities for each child to succeed.

15.3 When needs are specific we enlist the help of our Learning Support Department which presently caters for SEND (Special Educational Needs and Learning Difficulties/Disabilities), EAL (English as an Additional Language) and AG&T (Able, Gifted and Talented). The Learning Support Department provides specialist teaching for pupils needing support in English, Maths or study skills. Their role is to support staff in identifying pupils' difficulties and planning teaching strategies, to liaise with parents and outside agencies, to coordinate any extra help that may be required and to offer support to small groups in class under the guidance of the Head of Learning Support.

16 Equal Opportunities

Please refer to the Equality of Opportunity and Inclusion Policy

16.1 We believe that all pupils in the school should have equal opportunities, equal access to the curriculum and the opportunities to learn and make progress. With this in mind, we ask our staff to have due regard to the following principles:

- Setting suitable learning challenges;
- Responding to pupils' diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

17. Prohibition of political indoctrination and radicalisation

17.1 Pupils should not be actively encouraged by teachers or others to support particular political viewpoints. Indeed, in their teaching, teachers are expected to respect the rights of others and those with different beliefs and provide a balanced point of view.

17.2 As part of the Prevent Duty, Knightsbridge School is under a duty to ensure that, as far as possible, pupils are protected from the risk of being drawn into radicalisation and extremism.

18 Keeping children safe

18.1 The school must consider carefully how pupils are taught about safeguarding. Particular attention must be paid to child-on-child abuse and the safe use of technologies to prevent pupils from accessing/sending/creating inappropriate material.

19 Continuing Professional Development

19.1 In-service training is provided throughout the year in order to maintain high standards of teaching and learning. Training needs are regularly assessed by Heads of Department and Sections.

19.2 Initiatives in curriculum development and teaching and learning styles are monitored to ensure all teachers are well-equipped to deliver the curriculum effectively.

19.3 In addition, all members of staff are encouraged to attend relevant professional development courses throughout the year. Staff are encouraged to share relevant findings and thoughts with relevant teams.

20 Monitoring and Review

20.1 The Director of Learning and Heads of Section are responsible for the organisation of the curriculum and for monitoring the way the school curriculum is implemented. This includes reviews of each subject area in its annual cycle of review and development.

20.2 The Head, Director of Learning, Heads of Section and Heads of Department monitor the way that subjects are taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Heads of Department also have responsibility for monitoring the way in which resources are stored and managed.

20.3 Lesson observations form a key part of any monitoring program. Observations can be formal (with notice, often for whole lessons) or 'drop-in' where any member of the leadership team can spend part of a lesson looking at any aspect of teaching and learning.

Reviewed by: Camellia Zarbanelian (Director of Learning)

Date: June 2024

Approved by: Shona Colaco (Head) **Date:** June 2024

Signed:



This policy will be reviewed annually.

Appendix A

SMSC at Knightsbridge School

At Knightsbridge School the pupils' spiritual, moral, social and cultural identity is at the heart of the school and is central to everything that we do. We aim to deliver this 'hidden curriculum' through all aspects of school life: curriculum, extra-curricular activities, school trips, the pastoral system, assemblies and themed events. Key to the personal development of our young people is the development and maintenance of strong partnerships with parents and the wider community. Parents are expected to uphold the values in the KS Code and to reinforce these at home and in dealings with our school community.

At KS:

- We provide a coherent assembly and PSHEE program which actively promotes all four aspects of SMSC – assembly rotas clearly identify the SMSC theme.
- Extra-curricular providers are expected to ensure that SMSC opportunities are incorporated into their activities, are identified and maximise the benefits they bring.
- Heads of Department are required to regularly audit with their teams the opportunities for covering relevant SMSC criteria in their planning.
- We promote student voice and the role of democracy within the pupil body via the School Council and other appropriate groups/events.
- Class teachers and house tutors regularly discuss SMSC issues after assemblies as part of Life Skills lessons.
- All members of staff are expected to be aware of the importance of SMSC development and the enhancement it brings to the life of the School and are expected to actively promote these values through the KS Code.

Our SMSC provision is reviewed regularly and information relating to its delivery and practice is collected throughout the year using a variety of media – interviews; surveys; school council and regular auditing via departmental, pastoral and whole school self-evaluation.

In planning lessons, teachers are aware of the need to incorporate opportunities to develop their pupils' spiritual, moral, social and cultural selves; these are identified and added to schemes of work on an ongoing basis.

How we make provision for children's Spiritual, Moral, Social and Cultural Development across the school

Spiritual Development	
Provision	How it is evidenced
Religious Education as part of the Perspectives curriculum Assemblies Opportunities for quiet reflection Outdoor education Whole school values-based themes	Curriculum plans, include a multi-faith approach Visiting places of worship Assemblies linked to themes of the week, derived from the KS Code

	Outdoor learning, such as PE, Forest School etc. Residential visits Harvest, Christmas and Easter celebrations Visits from people of various faiths Time to reflect upon learning and experiences
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Moral Development

Provision	How it is evidenced
School behaviour Policy and Code of Conduct	Regular tracking of behaviour through iSams, SMT meetings, Section meetings, Logs etc.
Perspectives and Life Skills curriculum	Celebration of children's achievements Anti-bullying activities E-Safety teaching
Pupil Voice	Whole school Assemblies and the explicit discussion
Taking part in Charitable projects	of school values, values communicated to parents and carers through newsletter Circle times Child participation in a range of pupil groups: School Council, Sport teams and Eco Committee Charity appeals

Our school develops pupil moral development by:

- Providing a clear moral framework, in the form of the KS Code, as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values –for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practise moral decision making
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour
- Providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

Social Development

Provision	How it is evidenced
Life Skills / Perspectives Curriculum Working together in teams School Council	Pupil Groups including: School Council and Eco Committee Residential visits in Years 3 – Year 11

Extra-curricular activities The Arts Curriculum Outdoor Education PE curriculum Cross phase working	Educational visits After School clubs Participation in Music events Transition visits Seniors reading to Juniors. Participation in Charity support: chosen charity and related events, Jeans for Genes Day, Wear Yellow for Cystic Fibrosis etc. Participation in Sporting events School house sports competitions Forest School
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Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting equality
- Encouraging pupils to work cooperatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community –for example, through assemblies, team building activities, residential experiences, school productions
- Helping pupils develop personal qualities, which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and awareness of others’ needs
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community

Cultural Development	
Provision	How it is evidenced
School Visits Participation in the Arts Arts Curriculum Languages	School visits to museums, galleries, concerts, theatre visits Meeting authors Visiting artists Opportunities to take part in school productions /Performances Opportunities for individual instrumental lessons Visits from people of different cultures Languages teaching After School clubs Sports Day

Our school develops cultural aspects of learning by:

- Extending pupils’ knowledge and use of cultural imagery and language
- Encouraging pupils to think about special events in life and how they are celebrated

- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc. as well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre,
- museum and gallery visits
- Holding events and having talks organised and delivered by particular cultural groups within the school e.g. Thanksgiving talks

Appendix B

British Values at Knightsbridge School (including PREVENT)

The proprietor and staff of Knightsbridge School take seriously the requirement to actively promote the British Values (formerly, FBV) of:

- Democracy,
 - The rule of law,
 - Individual liberty,
 - Mutual respect,
 - Tolerance of those with different faiths and beliefs
- in line with the November 2014 guidance on the fulfillment of the requirements of section 78 of the Education Act 2002, in our provision of SMSC and the Prevent Duty Guidance: England and Wales (2023).

To achieve this at KS, actively promote the following concepts.

DEMOCRACY

Standard 5(b)(iv) - pupils to acquire a respect for public institutions and services.

Standard 5(b)(vii) - understand respect for democracy and support for participation in the democratic process.

- All Junior pupils participate in the democratic process of voting for a member of our community to represent Junior School Council on a termly basis
- Pupil voice through Junior School Council and its operation to provide feedback to the school on a range of issues (food, school uniform, sport, clubs)
- All Senior pupils are encouraged to participate in the democratic process of self-nominating and representing the Senior community as a Prefects and Ambassadors.
- The principle of democracy is also explored in an age appropriate fashion in History, English and Perspectives lessons across the school, as well as in Assemblies
- Decisions are made by majority voting which reflects accurately one of the cornerstones of British culture
- Mock elections are held in line with parliamentary elections

THE RULE OF LAW

Standard 5(b)(ii) – enable pupils to distinguish right from wrong and to respect the civil and criminal law of England

- All our children are encouraged to explore and to discuss the laws which govern their behaviour both within the classroom and also in the wider community.
- Children are encouraged to explore the values and expectations behind the laws which govern and protect the UK and which are reflected in the Code of Conduct.
- Our Life Skills and Perspectives curriculums covers a variety of aspects including rights & responsibilities, drugs awareness and how to keep oneself safe

INDIVIDUAL LIBERTY

- All our children are treated as individuals and are encouraged to acknowledge and exercise their rights and freedoms as well as those of others
- KS strives to provide an environment in which all members of our community can voice their opinions in a safe environment and one in which they can enjoy respect.
- Equality, Diversity and Inclusion is embedded across the curriculum, particularly in Life Skills, Perspectives and History.
- KS has a robust Behaviour and Discipline Policy which incorporates anti-bullying guidance, thus supporting and actively promoting the concept of individual liberty, thereby ensuring that all members of our community are able to develop their abilities and appreciate the importance of informed decisions and the consequences of their actions

MUTUAL RESPECT

Standards 5(b)(v) and (vi) – further tolerance and harmony between different cultural traditions by enabling pupils to acquire and appreciation of and respect for their own and other cultures

- KS strives to ensure that all members of our community appreciate the effect that their actions may have on themselves and on others. To this end, mutual respect features strongly in our school aims and in our KS Code.
- Our vision for every member of our community is that they will be the best that they can be. This aim is supported by everything that we do through the curriculum, extra-curricular activities and through enrichment programs and the ways in which we treat each other.
- Discriminatory or extreme opinions or behaviours are challenged as a matter of routine.
- We aim for all members of the school community to live our lives by the KS Code

TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS

Standard 5(b)(v)

- All members of our community celebrate and benefit from the richness that different faiths, races and creeds bring to the school thereby developing a better understanding of how to take their place in a culturally diverse society in the United Kingdom
- Different religious celebrations throughout the year are acknowledged amongst pupils in classroom settings and assemblies.
- The Perspectives, Life Skills and the Assembly themes all serve to support this aim and contribute positively to the SMSC experience our children enjoy
- The multi-cultural, multi-racial nature of the school community provides many opportunities to demonstrate actively embrace difference

We actively promote these ideals by:

- Each classroom is expected to display the British Values and refer to these regularly, encouraging and developing pupils' understanding of them

- Incorporating them into the Perspectives and Life Skills curriculum at all levels
- Regularly reviewing schemes of work - Heads of Department are required to seek opportunities to include these fundamental values in the teaching of their departments and to identify these in planning
- In pastoral time with pupils where house tutors and class teachers are encouraged to discuss and promote BV– this can be through sharing experiences, discussion of the values in isolation or in relation to world events etc.
- Staff and students are encouraged to touch upon the strands of BV in assemblies across the school

Furthermore, Knightsbridge School supports the Home Office Prevent Strategy to combat radicalisation and terrorism. This strategy can be defined as follows:

PREVENT – to stop people from becoming drawn into or supporting terrorism. This includes countering terrorist ideology, extreme views and challenging those who promote it; supporting individuals who are especially vulnerable to becoming radicalised; and working with sectors and institutions where the risk of radicalisation is assessed to be high

KS supports the PREVENT strategy in the following ways:

TRAINING:

- All staff are made aware of their responsibility under the umbrella of Safeguarding
- All staff are required to complete Prevent awareness training annually.
- Additional training is provided when necessary through organisations such as the Metropolitan Police or the Borough. For example, when relevant policies are updated.

SAFEGUARDING:

Please refer to the Safeguarding: Child Protection Policy

- KS has robust safeguarding procedures and is fully committed to safeguarding and promoting the welfare of all its pupils.
- We recognise that safeguarding against radicalisation and extreme views is no different from safeguarding against any other vulnerability. During the regular Safeguarding training days for staff, KS also provides training which encompasses PREVENT and Channel strategies, in order to support all staff in their wider safeguarding duties.

Appendix D
Independent and Personalised Learning:

“Put simply, personalising learning and teaching means taking a highly structured and responsive approach to each child’s and young person’s learning, in order that all are able to progress, achieve and participate. It means strengthening the link between learning and teaching by engaging pupils – and their parents – as partners in learning.”

(DfE 2006:6)

This sets out how we at KS aim to provide children with the means to become independent learners in the way that is most suitable for them.

There are 5 strands to our approach to independent and personalised learning, as outlined by the DfE:

1. Assessment for Learning *(to be read in conjunction with the assessment policy)*

The aim of Assessment for Learning is to give *personalised* feedback to students on their strengths and weaknesses and to show them clearly how to progress. It includes:

- Use of data by teachers
- Teachers’ observations and written or verbal comments, and pupils’ responses
- Self and peer evaluation

2. Teaching and Learning strategies

Through ongoing CPD we develop and share up-to-date teaching and learning strategies which:

- Actively engage, stretch and support all pupils
- Creatively deploy teachers, support staff and technology for the best possible results

3. Curriculum Entitlement

We provide a wide range of academic subjects alongside a broad extra-curricular programme which enables our children to experience and discover their personal strengths. This allows them and their parents to make informed decisions about their future schools.

4. School Organisation

School leaders make high quality teaching and learning a priority when considering school organisation and deployment of resources.

5. Strong partnerships beyond the school.

We build partnerships with parents and the community to support pupil progress and make them aware of the world outside school.

Appendix E

KEY SKILLS

(To be read in conjunction with Learning Support Policy)

1 Introduction

1.1 Children learn and develop a range of skills at school and beyond, through all subjects and the pastoral curriculum. Some of these skills are subject specific, while others are universal.

1.2 There are six key skills set out in the National Curriculum. These are:

a) **Communication**

This includes listening, speaking, reading and writing.

b) **Application of number**

This includes mental calculation skills, and learning how to apply these skills to solving number problems.

c) **Information technology**

This involves using new technology to find, analyse, interpret, manipulate and present information. It also involves the skills necessary to use technology appropriately and successfully.

d) **Working with others**

This involves the ability to work well with others as a team member or team leader. When children are offered the opportunity to work with others, they learn to consider the views of others and to develop the social skills of cooperation and mutual understanding.

e) **Improving own learning and performance**

This involves children in evaluating their own performance, understanding what they need to do to improve, and accepting responsibility for their own learning.

f) **Problem-solving**

This skill involves learning how to apply common techniques to solve problems in a variety of contexts and situations in any aspect of life.

1.3 These skills form the basis of success in all aspects of school life and are vital to life-long learning.

2 How it works in practice

2.1 Teachers highlight the opportunities to develop key skills in their planning. Progression in key skills forms part of the school's long range curriculum plan.

2.2 There are no formal key skills assessment tests. However, we encourage children to reflect on their progress. For example, children might decide to keep a diary of any residential trips or other visits in which they have taken part. This can provide valuable evidence of their progress in solving problems or developing communication skills.

2.3 The class teacher may choose to comment on each child's progress in relation to key skills in their report to children's parents and carers, and pupils may complete

questionnaires at the end of each term which enable them to reflect on successes and failures and suggest targets.

3 Monitoring

- 3.1 The Director of Learning and Heads of Section monitor the way in which key skills are integrated into curriculum planning, as part of the regular monitoring of teachers' planning.
- 3.2 The class teacher evaluates a child's progress in key skills as part of the reporting process. This forms part of the teacher's regular assessment of each child's progress and of the school's target-setting process.
- 3.3 The Director of Learning is responsible for monitoring and reviewing key skills as part of the review process for the school's curriculum policy.