



KNIGHTSBRIDGE SCHOOL

Curriculum Policy

This Curriculum Policy is made available to all parents of pupils and of prospective pupils via the open forum of the school website and, on request, in writing from the school office. This policy applies to the whole school, including the EYFS.

Specific curriculum details for each year group are provided at the beginning of each year in the Parent Handbook for each year group.

“The Curriculum” is all the planned activities that we organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum for England and Wales, but also the range of extra-curricular activities that enrich the children’s education. Furthermore, it incorporates the ‘hidden curriculum’, or what the children learn from the way they are treated and expected to behave.

1 Introduction

- 1.1 Knightsbridge School offers full-time, supervised education to children aged 3 – 13. The principal language of instruction is English.
- 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 their chosen senior school, 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 boys and girls benefit both academically and personally.
- 1.4 We believe that we are preparing children not only for their senior schools, but also for the life that lies beyond them. Therefore we regard the school years between ages 3 to 13 as forming the base on which our children will build their future education and offer them 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 taught increasingly throughout the school by specialist teachers.
- 1.5 The aim is that the children make the most of every opportunity to learn, make progress and achieve their full potential, enabling them to build strong self-confidence and to develop their spiritual, moral, social and cultural awareness. The centrepiece of this ethos

is the “KS Code”, which aims for “healthy body and mind”, helping them to grow into happy, independent learners well equipped to become global citizens.

- 1.6 The “KS Code,” which is shared with the children, families and staff and is easily understood. 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.
- 1.7 At Knightsbridge School, great emphasis is placed on instilling in the children the virtues of mutual respect, independent thinking, 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 has planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of additional subjects and extra-curricular activities that the school organises in order to enrich the experience of the children. 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 co-operate with others, while developing knowledge and skills, so that they achieve their true potential.

“We have built a community with a warm, nurturing environment. Our staff members are fun, inspirational people. I expect fantastic teamwork between teachers and parents with a common goal: to make sure our boys and girls are confident, happy and challenged all-rounders, with healthy bodies and healthy minds.”

Magoo Giles, Head

2 Our School Vision Statement

- 2.1 At Knightsbridge School, we educate and nurture the whole child, providing opportunities for each child to discover and develop their talents and abilities. Our children work hard and play hard. We create a culture of achievement within a vibrant and stimulating learning environment ensuring positive reinforcement at all levels of ability through appropriately differentiated expectations. Our vision is for Knightsbridge School children to stand on their own as lifelong learners, growing in confidence and independence, prepared to be major contributors to our global challenges.

3 Mission

- 3.1 The Mission of Knightsbridge School directly reflects the school’s Vision Statement and embraces the Academic Mission of the School
 - To create a culture of achievement with positive reinforcement at all levels of ability;
 - To adopt a forward-thinking, innovative approach without sacrificing traditional strengths;

- To provide high-calibre staff who themselves are life-long learners and who are given extensive training opportunities for continuing professional development;
- To ensure a high quality learning environment with a happy, vibrant atmosphere, a sense of purpose and a climate of open, friendly communication built through mutual trust and respect;
- To educate the whole child by providing opportunities in breadth and depth for the concurrent development of all dimensions of school life;
- To discover and develop the unique talents and abilities of each individual, promoting all-round achievement.

4 Educational Aims

- 4.1 We aim to provide a holistic approach, which fosters and develops a caring community where everyone feels respected and valued, and children are happy. The Foundation Stage and Junior School motto is 'play hard work hard,' The Senior School motto is 'work hard, play hard' and that is indeed what we aim to instil in our pupils.
- 4.2 Children of any race, colour, creed and background are welcome at Knightsbridge School. Subject to our expertise and resources, this includes children with all levels of intellectual ability, or with specific talents or difficulties.
- 4.3 Our aim is to adapt the curriculum to serve the needs of each child in a flexible manner.
- 4.4 At Knightsbridge School, we aim to:
- produce happy, confident children who are well prepared for exams and sought out by senior schools;
 - motivate every child through a fantastic educational experience;
 - afford every child a broad and well-rounded education;
 - recognise every child's worth through their all-round achievements;
 - ensure that parents, teachers and children are all part of the team and enjoy their time with KS;
 - realise the potential of all children and manage their expectations and those of their parents;
 - provide comprehensive pastoral care and instil strong family values which embrace our diverse community;
 - have high academic expectations for all children in a nurturing environment;
 - emphasise the importance of learning a variety of foreign languages from an early age;
 - establish a courteous, caring and self-disciplined community which embraces the principle that every child matters.
- 4.5 Within these, we aim, by an age and at a level appropriate to the individual, for children to become independent and confident learners able to:
- read fluently and accurately with understanding, discrimination and enjoyment;
 - communicate clearly in speech and writing in ways appropriate to various occasions and purposes;
 - write legibly and neatly with satisfactory standards of spelling, syntax, punctuation and usage;

- apply mathematical skills and concepts in a variety of everyday settings;
- use effectively technological tools, such as computers;
- enjoy physical activity, with appropriate skill levels;
- work both individually, and as a member of a team;
- interact with others with appropriate understanding, respect, manners and assertiveness;
- operate autonomously, but with concern for others;
- live a healthy and rewarding life, with an ability to contribute to society;
- enjoy learning and being creative across a rich curriculum, including mathematics, science, literature, languages, the humanities, physical activities, technology, craft, and performing and aesthetic arts;
- experience rich and broad learning in line with the School's vision statement;
- develop through their experience of a range of activities, such as visits, foreign language learning and performance in concerts.

5 Standards at Knightsbridge School

(For more information, please refer to Aspect Policies – see section 3 'Duty of Care')

- 5.1 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.
- 5.2 Staff should aim to:
- help the children to achieve 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 of others;
 - help the children to learn to work as a team, supporting and helping each other and as individuals;
 - create an awareness of the values of honesty, fairness and respect for others;
 - facilitate sensible and rational solutions to conflicts; and
 - encourage accountability for behaviour.
- 5.3 These aims can be implemented only if all colleagues recognise an acceptable standard of behaviour throughout the school as reflected in the KS Code.
- 5.4 It is imperative that members of Staff conduct themselves in a manner in line with the KS Code and the aims and ethos of the School.
- 5.5 KS Code
- I will remember to walk fast and not to run.
 - I will treat others as I would like to be treated.
 - 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 remember how lucky I am and to do my best at everything.

- I will say nothing that will be hurtful to others.
- I will respect others and their possessions.
- I will try to do something creative everyday.
- I will remember “Healthy Body, Healthy Mind” at all times.
- I will remember to “Reduce, Reuse and Recycle”.

6 Organisation and Planning

- 6.1 We plan our curriculum in three phases: long term, medium term (schemes of work per unit of work) and short term (weekly).
- 6.2 We agree a long-term plan for each year group. This indicates what topics are to be taught in each term. We review our long-term plan on an annual basis.
- 6.3 With our medium term plans or schemes of work, we give clear guidance on the objectives (WALT) to be covered and some guidelines on differentiation and teaching strategies that could be used.
- 6.4 Our short-term plans are those that our teachers write on a weekly basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson. These are evaluated on a lesson by lesson basis.
- 6.5 In the Early Years Foundation Stage (EYFS) and J1, we adopt an inter-disciplinary themed approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas. The EYFS class teachers plan for the six learning areas weekly.
- 6.6 From J2 upwards, the curriculum at Knightsbridge School places a greater emphasis on more explicit subject teaching which aims to create links between each subject where appropriate. Our long-term plans for each year group identify cross-curricular links between subjects. The topics taught through the Humanities, ICT and Science curriculum areas are the main source of determining curriculum links.

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 framework “*The Early Years Foundation Stage Statutory Framework 2008*”.
- 7.2 Under the guiding theme of Learning and Development, there are six clear areas of learning:
- Personal, Social and Emotional Development (PSED)
 - Communication, Language and Literacy (CLL)
 - Problem Solving, Reasoning and Numeracy (PSRN)

- Knowledge and Understanding of the World (KUW)
- Physical Development (PD)
- Creative Development (CD)

- 7.3 All areas of learning are of equal importance and are delivered in conjunction with each other. The development of each child is recorded through the use of assessment scales and evidenced through the use of 'Learning Journey Scrap Books' which provide an accurate and detailed 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.
- 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, Movement (drama and dance), Modern Foreign Languages (Mandarin, Greek, Spanish or Italian), Music and P.E. work closely with class teachers to give an accurate picture of attainment in relation to the assessment scales.
- 7.6 Our school fully supports the principle that young children learn through play and by engaging in well-planned, structured activities. In the Early Years Foundation Stage, the curriculum is flexible allowing time after each adult managed lesson for the children to initiate play. These include sand, water, role-play, creative and construction along with hands on Numeracy and Literacy activities to name a few.
- 7.7 The EYFS classes visit outside play areas every day to ensure children have daily opportunities to play and learn in an outdoor setting.

8 Junior School (J1 – J3)

- 8.1 Key Stage 1 of the National Curriculum begins formally in J1. Class Teachers for J1 and J2 are responsible for teaching English, Maths, Science, Topic (History, Geography and R.S.) and DT. Subject specialist teachers are employed in Art, French, Drama, Dance, ICT, Music, Physical Education (to include swimming in the Junior School only) and MFL.
- 8.2 Although J3 is part of Key Stage 2, at Knightsbridge School this falls under the Junior School and, as such, they follow the provision outlined above, aside from History, Geography and RE, which are taught discretely by class teachers.

9 Senior School (S4 – S8)

- 9.1 In S4 and S5, the syllabus content and skills taught in Mathematics, English, Science, DT, ICT, History, RE and Geography are broadly in line with the National Curriculum. The Primary National Strategy is a useful resource when planning English and Mathematics and the QCA documents for other subjects.

- 9.2 Latin is introduced in S5 and taught by a specialist teacher.
- 9.3 The broad curriculum continues to be delivered with generous allocations of time to Art, Drama, French, ICT, Music, Physical Education, MFL, Geography, History, Science, RE and PSHE taught by specialist teachers.
- 9.4 In the Senior School, the children follow a syllabus which allows focus on the core skills of English, Maths and science, required for entry at 11+ to Senior Schools, but with regard to the eight core subjects examined at 13+ Common Entrance and 13+ Scholarship examinations.
- 9.5 All S6 children will prepare for an internal 11+ assessment to ensure they are achieving at an appropriate level in order to move forward to the 13+ (at the schools' discretion). The range of subjects taught is the same for all S6 children but the emphasis differs depending on whether they are preparing for an 11+ or 13+ entrance examination.
- 9.6 In the Summer Term of S6, children start out on the Common Entrance 13+ syllabus.
- 9.7 Year 7 and Year 8 prepare for the 13+ Common Entrance examinations in the following subjects:
- English
 - Mathematics
 - Science (Biology, Chemistry, Physics)
 - French
 - History
 - Geography
 - RE
 - Latin

The syllabi follow the requirements of the ISEB or if appropriate the particular and individual needs of a school's scholarship.

10 Key Curriculum Areas/Experiences

- 10.1 Linguistic (EYFS – Communication, Language and Literacy)
- Knightsbridge School places an important 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 follow a third modern foreign language from the following options: Greek, Mandarin, Spanish and

Italian. In addition, all children in S5 and S6 begin the formal study of Latin in preparation for the 13+ Common Entrance.

- 10.2 Mathematical (EYFS – Problem Solving, Reasoning and Numeracy)
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: *Stern Mathematics* in EYFS, *Heinemann* in Reception, *Abacus* in J1 and J2, *Target Maths* is used in J2 - S6 and supported by *So You Really Want to Learn Maths* in S5 – S8.
- 10.3 Scientific (EYFS – Knowledge and Understanding of 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 their findings and make conclusions.
- 10.4 Technological (EYFS – Knowledge and Understanding of the World)
All children have access to computers during regularly scheduled ICT lessons with a specialist teacher. 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 ICT 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 Rosetta Stone, Spellodrome and Mathletics. Design Technology days prepare children to engage in and respond to the world's rapidly changing technologies. They learn to think and intervene creatively to improve quality of life. The subject calls for children to become autonomous and creative problem solvers, as individuals and members of a team. They must look for needs, wants and opportunities and respond to them by developing a range of ideas and making products and systems. Teachers plan DT days termly, 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 – Knowledge and Understanding of the World or Personal, Social and Emotional Development)
Children study 'topic' in J1 and J2, which is further differentiated into the areas of History, Geography and RE when children enter J3. 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. Religious Education promotes spiritual, moral, social and cultural development and awareness. It links with our PSHCE scheme of work. 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, The Royal Court Theatre) and we have set up 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 and, in the Junior School, participate in swimming lessons with specialist teachers. The aims of sport are to develop the children's physical co-ordination 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 skilfulness, 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 – Creative Development)

KS Code says "Do something creative everyday."

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 and violinists offer individual lessons to children.

11 Trips and Outings

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

- 11.1 All classes are expected to go on at least one outing per half 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 Optional residential trips (additional payment is required) enhance our curriculum and provide valuable learning opportunities along with the accumulation of new skills. Children who do not attend residential trips during the normal school term are still expected to attend school as normal and arrangements will be made for their education.
- 12 Homework**
(Please refer to the Homework Policy)
- 12.1 The Knightsbridge School Parent Handbook which includes the Homework Policy is issued to parents each September and a homework timetable is published for each class. The policy sets out the purpose of homework, the types of homework that will be set and offers advice on helping your child and communicating with different teachers. Every child has a homework diary in the Senior School which should be checked daily by both the form teacher and by someone at home.
- 13 Assessment and Reporting**
(Please refer to the Assessment Policy and the Marking 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 Department Co-ordinators 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 to parents give 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 7+, 8+, 11+ or 13+ 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 and through our Senior School Lectures we provide our children with an insight into the working world along with careers ideas.
- 15 Additional Educational Needs**
(Please refer to the SEN, EAL and G&T Policy)
- 15.1 Any child may have additional educational needs during their school career: something with which they need help, or encouragement.

- 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.
- 15.3 We aim to identify and support children who require extra help. We are aware that pupils will attain levels at different times, and that some will require an increased level of support in order to maintain progress. If a child is to achieve his/her full potential, they need to feel confident, valued and motivated. As stated in the SEN Code of Practice, 'all teachers are teachers of SEN.'
- 15.4 When needs are specific we enlist the help of our Additional Educational Needs Department which presently caters for SEN (Special Educational Needs and Learning Difficulties/Disabilities), EAL (English as an Additional Language) and G&T (Gifted and Talented). The Additional Educational Needs 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 co-ordinate any extra help that may be required and to offer support to small groups in class under the guidance of the Head of AEN.
- 15.5 If a child has an additional need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with a statement of special educational needs and ensuring that the education we provide for them fulfils the requirements of their statement.
- 15.6 Should a teacher be concerned that a child may be displaying signs of having learning difficulties and/or disabilities, his/her teacher monitors the child and makes an informal assessment of this need. In many instances, the teacher is able to provide resources and educational opportunities that meet the child's needs within the normal class organisation.
- 15.7 Should a child still require further learning support than that provided in the classroom through differentiation, we recommend to parents that further educational assessments are carried out.
- 15.8 If appropriate, the teacher will approach the Head of Department and Head of AEN for further assessment, which will provide a clear picture of the child's needs. If such assessment indicates that the child would benefit from extra support in the classroom or further adaptations, this will be discussed with the child's parents. At this point the child is added to the AEN register with the parental consent.
- 15.9 If we think it necessary to modify the curriculum to meet the needs of an individual child, then we do so only after the parents of the child have been consulted.
- 15.10 Specific learning difficulties and/or disabilities are identified by an evaluation from an educational psychologist or speech and language therapist, and only when we have a report, can our AEN teachers provide one to one lessons, as these have to be tailored to the individual and their specific needs.

- 15.11 For very few children, their needs may be more severe and they may have shown significant causes for concern. In these instances a request can be made to the Local Education Authority for a statutory assessment by the school, the child's GP or the parent. If it is felt appropriate the LEA will issue a statement of special educational needs. We will meet the provision required by the statement of special educational needs however parents will need to incur the fee for external services if needed. All statements will be reviewed annually.
- 15.12 An Individual Educational Plan (IEP) is devised for each of the children who are on our additional educational needs register, which is appropriate to the child's age and stage of development. This sets out the nature of the particular educational need, and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.
- 15.13 All students with English as an Additional Language are tracked and monitored using the QCA's '*A Language in Common: Assessing English as an Additional Language*' (2000).
- 15.14 Those children found to be at stages 1 to 2 are supported through explicit EAL lessons twice a week. Children at stages 3 to 5 are supported via in class adaptations provided by the teacher. Children at stage 5 are fluent in English and their access to the planned curriculum is monitored by the class teacher.
- 15.15 Some children may require extra support or additional learning in an alternative environment on a part time basis. We accommodate this where we can.

15 Equal Opportunities

(Please refer to the Inclusion Policy and the Equal Opportunities Policy)

- 15.1 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.

16 Continuing Professional Development

(Please refer to the Continuing Professional Development Policy)

- 16.1 In-service training is provided throughout the year in order to update and improve standards of teaching and learning. Training needs are regularly assessed by the CPD Co-ordinator.
- 16.2 Initiatives in curriculum development and teaching and learning styles are monitored to ensure all teachers are well-equipped to deliver the curriculum effectively.

16.3 In addition, teaching staff are encouraged to attend two professional development courses per year and teaching assistants are encouraged to attend one. On return, members of staff are encouraged to share their findings and thoughts with the rest of the staff.

17 Monitoring and Review

17.1 The Deputy Head Academic is responsible for the day-to-day 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.

17.2 The Deputy Head Academic, Heads of Area 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. Subject Co-ordinators also have responsibility for monitoring the way in which resources are stored and managed.

Reviewed by: Olivia Burton (Deputy Head Academic)

Date: February 2012

Approved by: Magoo Giles (Head) Signed: _____ Date: _____

This policy will be reviewed annually.



KNIGHTSBRIDGE
SCHOOL

Curriculum Policy

Appendix A - Table of Lessons Taught per Week per Class 2011-2012

Year Group	8	7	6	5	4	3	2	1	R	N
No. of classes per Year Group / SUBJECT	1	1	2	2	2	3	3	3	4	2
Science	9	9	7	7	7	6	5	4		
Maths	12	12	14	15	15	15	15	15		
English	12	12	17	16	18	18	9	10		
Read Write Inc.							9	9	9	
EYFS									39	60
French	9	9	6	6	4	4	4	2	2	2
MFL			2	4	4	4	4	2	2	
Latin	8	8	6	4						
ICT	1	1	2	2	2	2	2	2		
Topic (Hi, Ge)							4	9		
Religious Studies	6	6	4	4	3	2	2	*		
History	6	6	4	4	3	2		*		
Geography	6	6	4	4	3	2		*		
PSHCE / Study Skills / Golden Time	2	2	2	2	2	2	1	1		
Drama	1	1	2	2	2	2	2	*		
Art	3	3	3	3	3	3	2	2		
Singing / Ensemble					2	2	2	2	2	
Music	2	2	2	2	2	2	2	2	2	2
Swimming						5	5	5		
Games	12	12	12	12	12	8	8	8	12	8
Dance / PE	2	2	2	2	2	2	2	2	4	4
VR / NVR	0	0	2	2	2					
Lunch	10	10	10	10	10	10	10	10	10	10
Break	10	10	10	10	10	9	10	10	5	
Form Time	5	5	5	5	5	3	6	8	6	
Assembly	4	4	4	4	4	4	4	4	4	
Registration	5	5	5	5	5	3	3	3		
Blank – no school					5	15	14	15	28	39
TOTAL periods per week	125	125	125	125	125	125	125	125	125	125