



## 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, and Continuing Professional Development 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 15 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 PSHEE, 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 PSHEE, 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 / Life Perspectives / Perspectives/TPR 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 (schemes of work per unit of work) 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 2021 (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 2021) as well as the Development Matters.

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 have a scrapbook evidencing extra enrichment activities and achievements.

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, Dance, Modern Foreign Languages (Mandarin, Spanish or Italian), 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. Play 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 – Y3 are responsible for teaching RWI or English, Maths, Science, History and Geography (Topic.) Life Perspectives (covering PSHEE and RE) is taught once a week in Y1-3. 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. Y4 sees the addition of Perspectives and can choose anew which language to study; French, Spanish, Mandarin or Italian. Year 5 begin studying Classical Civilisations.

## **9 Senior School (Years 7-11)**

- 9.1 In the Senior School, the children follow a syllabus which allows focus on the eight core subjects examined at 13+ Common Entrance, Scholarship examinations and GCSEs.
- 9.2 Specialist teachers deliver all lessons.
- 9.3 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

- Theology, Philosophy and Ethics (TPR)
- Latin

7.5 The syllabus follows the requirements of the ISEB or if appropriate the particular and individual needs of a school's scholarship.

9.4 Year 9 pupils undertake studies across a range of subjects to bridge ISEB and the Key Stage 4 National curriculum. This includes the addition of Spanish, Business, Sociology.

9.5 Year 10 pupils begin their chosen GCSE courses. The compulsory subjects being Maths, English (Literature and Language) Science (single or double-award) RE and PE. Optional subjects include: Sociology, Geography, History, French, Spanish, Latin, Drama, Music, Art and Computing.

9.6 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 3. At the end of Year 3, parents and pupils can decide to continue with French or Spanish, or begin Mandarin or Italian, and will continue with their chosen language until the end of Year 6. Pupils in Years 7-9 study French and Latin. Year 9 also learn Spanish and in Year 10 pupils have the option to study either French, Spanish or Latin for GCSE.

### 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 3). 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 Language Perfect, Century Tech 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 RE, 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. Religious Education promotes spiritual, moral, social and cultural development and awareness, linking with Life Skills, PSHEE 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)

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 – 9. These enhance the 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.
- 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 7+, 8+, 11+ or 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 and Lectures 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 7 to 9 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**

**Please refer to the Continuing Professional Development Policy**

- 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:** Anthea Humphreys (Director of Learning)

**Date:** July 2022

**Approved by:** Shona Colaco (Head)      **Date:** July 2022

**Signed:**



***This policy will be reviewed annually.***