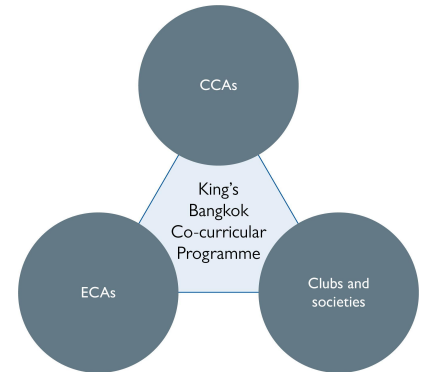




## King's Bangkok Co-curricular Programme

### 1 Introduction

Students at King's Bangkok have a core entitlement to a broad, interesting and relevant curriculum. There are areas of learning that are extended in breadth and depth before and after school which we recognise as being beneficial to our children. Opportunities to participate in before and after school activities increase as children move through the school. We aim to offer these extra opportunities through various types of provision delivered by school staff and external providers. The King's Bangkok Co-curricular programme will reach different children in ways that other aspects of school life might not, and help to complete a child's educational experiences with us'.



### 2 Structure

- Co-curricular activities allow all students, not just those who are more able, to further their interests.
- Students in reception and upwards have extra-curricular activities run by teachers and external providers after school every day. These are optional and may incur an additional fee.
- In addition, students in Year 1 and upwards have clubs and societies.
- Each student will participate in a variety of school trips which are linked to the curriculum.
- All students are actively involved in sports and games.
- The school develops community links by raising money for charities and through assemblies about the charities.
- As many students as possible have the opportunity to compete against other schools as well as within school as part of house events and at sports days.

### 3 The different strands

#### 3.1 CCAs and Clubs and societies

From Year 1, students are able to attend clubs and societies at lunchtime. They are also able to participate in a rotation of co-curricular activities within the timetable to open their eyes to new experiences. These are run by our teaching staff as they know the students best and can broaden and enrich their curricular timetable.

#### 3.2 Extra-curricular activities



We have optional activities after school every day of the week for reception students and upwards (with the exception of Tuesday and Thursday in KSI when they have their CCA's). These are after the academic curriculum and are led by our teachers and our external experts to allow students to pursue their interests or to develop a new passion.

### **3.3 Sports and games**

- We base our sport and PE programme on participation whilst supporting some students to become elite athletes. All students should see the benefit of regular exercise and we wish to motivate people to stay fit and healthy later in life.
- Major sports are selected in line with local expectations/culture.
- In addition to major sports, an extensive programme in many other sports is offered.
- Students are given the opportunity to represent their school in sports, and competitive fixtures will be arranged against other schools.
- The school holds house competitions in many sports including sports days for all age groups.
- Sports and PE should foster within the students an understanding of the benefits of exercise and how it links to a healthy lifestyle and personal wellbeing.
- By offering a broad and balanced curriculum and extensive co curricular programme, the school hopes that students will find a sport or activity that suits them and find success.

The co-curricular activities are not formally assessed, but form a key part of school life and both complement and enrich the academic offerings of the school.

### **3.4 Performing and creative arts**

Performing and creative arts are a key part of our curriculum which fosters student well-being and creativity. Music, Art and Drama are key parts of both our curriculum and our co-curricular programme. Each year, we work together to produce events which allow our students to perform on stage and show their progress to parents. There are also house events which bring students together to work on these areas as teams.

- Students can opt to take additional music lessons with peripatetic music staff. These are mainly held in ECA time.
- Students can opt into or are chosen to join a wide range of choirs, ensembles and bands.
- The school has two dedicated music rooms and 14 smaller practice rooms.
- Drama is used to support language skills and build confidence as well as self-awareness and emotional intelligence.

## **4 Guiding principles**



# KING'S COLLEGE INTERNATIONAL SCHOOL

## BANGKOK

- Our co-curricular programme helps students to love their school experience and be successful.
- Students are at school to experience more than that which is offered in the classroom.
- We develop skills whilst achieving excellence through academic examinations.
- We are preparing students to stand out in a competitive higher education and working environment.
- We give students the opportunity to find interests and develop themselves in a safe environment.
- We help students develop and maintain an active lifestyle that will assist with a healthy work-life balance in the future.
- All students should find an area of enjoyment regardless of talent or prior experience.

### **5 Aims of the programme**

It is central to our ethos that all students play a full part in the co-curricular programme, as this will develop a wider personal outlook by challenging them in a wide range of situations. This will allow everyone to develop skills which will help with their formal studies and prepare students for the workplace and their future lives. The co-curricular programme will also allow students to gain an awareness of the skills and attributes which are demanded in a range of activities. It will also equip our students with experience and strengths that will see them stand out in their university applications and in the job market.

Our aim is for our students to achieve high standards, but also for them to gain a range of experiences. Through attempting a wide variety of activities, students will make the most of their time at the school. Of course, not every student will automatically flourish in every area that he/she chooses, but the diversity of experiences provided is such that all students will be able to find something that they enjoy.

Being able to learn about different activities and also dealing with less successful experiences is essential for building resilience and learning how to respond to disappointment. Our aim is to find at least one area in which every student finds success and enjoyment and to incorporate the values of competitive activity beyond the classroom. Friendly competition is important as our students must learn to succeed without becoming complacent and face adversity without losing heart. Competitive events, often but not exclusively between houses, develop important personal skills which allow individuals to function under pressure, embrace the idea of setting personal goals and challenges, to work as a team and to support others in their achievements. In addition to the pursuit of the highest standards, the purpose is also to celebrate students improving and giving their best for the community. This builds on the important values of collaboration, courage and commitment.

The co-curricular programme also acts to establish and embed a student's identity within the school and build a deep sense of community through collective endeavour. This increases each student's sense of well-being and self-esteem due to the fact that ensuring that they are enjoying their time at school is a cornerstone of succeeding. Furthermore, as well as developing personal skills, students gain a great deal of pleasure and relaxation by balancing the demands of high academic achievement with experiences outside of the classroom.



# KING'S COLLEGE INTERNATIONAL SCHOOL

## BANGKOK

We believe it is essential that we prepare our students for life after school and we are committed to using the co-curricular programme to improve students' university outcomes and future employability. It is increasingly common for careers to be available in some of the areas that exist beyond the classroom. However, it is the case that employers in the traditional job market are increasingly looking to the wider experience of candidates to set them apart from their peers.

Furthermore, for university applications, some overseas schools place co-curricular experience at the heart of their selection process. Competition for places at the top universities has never been greater and admissions officers look to students' wider experiences to demonstrate key attributes that commonly engender success. Our co-curricular programme will ensure that when our students leave us, they can demonstrate time management, personal discipline, perseverance, resilience and teamwork skills along with varied interests outside of academia.

### **6 Staff commitment**

The importance of the programme is demonstrated by the involvement of all academic staff in areas beyond the curriculum. Our teachers are high-achievers who seek excellence in multiple areas. Our staff and senior leadership team not only believe in but also exemplify this ethos.

The programme is centred around the skills and expertise of the staff working at the school. All staff are expected to significantly contribute to the co-curricular programme each term. This could be made up of academic, creative or sporting activities. Although the best possible efforts will be made to marry staff with their skills and interests, the priority is for the school to achieve a broad and varied programme for the students, and staff may be asked to work in any area needed.

Staff support in these areas will involve attendance at associated events, such as fixtures, concerts and performances.

### **7 Student commitment**

All students will have numerous opportunities to take part in co-curricular activities. We wish to give every student a variety of experiences, but there will be opportunities for those who show particular talent to focus and to specialise.

All students will be able to benefit from world-class facilities and instruction. We will support our most able students in achieving the highest standards whilst ensuring that all students can develop through participation in sport and expressive arts.



# KING'S COLLEGE INTERNATIONAL SCHOOL

## BANGKOK

If students are unable to contribute in a regular manner, efforts will be made to allow students to contribute through alternative roles which make meaningful contributions to their chosen activities. Student contributions will be monitored by their form tutor and head of house in Year 1 upwards.

### **8 Sign-up**

Clubs and societies can be attended on an *ad hoc* basis but some clubs may require a commitment from the students which we encourage them to honour.

Co-curricular activities are not optional so there is no sign-up. The structure is:

- All students from Year 1 and upwards complete one period of CCA on Tuesday and Thursday instead of period 9.
- The students do a different CCA on Tuesday and Thursday.
- The teachers develop a CCA course lasting one half-term which should build towards a project, performance or a piece of work.

Years 1 to 6:

- On Tuesday, form tutors run a session in an activity of their choice, coordinated by a member of the SLT.
- On Thursday, our specialist teachers run a session in an activity of their choice, coordinated by a member of the SLT.
- The assistant teacher is responsible for supervising the students during the transition.

Extra-curricular activities are signed-up for by parents on the parent portal, coordinated by the services manager. All activities are advertised along with any fees and the minimum number of students needed. The parents are then informed of their choices at least one week before the activity starts.

### **9 Extra-curricular logistics**

All persons in charge of the extra-curricular club must keep a register and include notes of children, containing any pre-existing medical conditions (including allergies). The person in charge must be available for the duration of the club and ensures that all children have been safely passed onto them at the start of the club.

At the end of the day, the teacher stays with the students who are not attending ECAs (if Year 6 and below) or allows the students to walk to the gate and exit using their student cards.

For students attending ECAs:



# KING'S COLLEGE INTERNATIONAL SCHOOL

## BANGKOK

- Reception students are brought to the Early Years hall by their assistant teacher/teacher until they are handed over to the extra-curricular provider.
- Year 1-6 students are brought to the Dining hall by the assistant teacher/teacher until they are handed over to the extra-curricular provider.

The ECA teacher must complete a register. If there is a child not accounted for once the register has been taken, the person in charge of the club must immediately investigate and follow the Missing Student Policy. At the end of the club, the child must be safely passed onto their parent/carer. Any changes of arrangements regarding the collection of children from the activity should be made 24 hours in advance. The school office or the form tutor should be notified and the message passed on to the person in charge of the activity or the services provider.

### **10 First aid**

For after school activities, procedures for first aid should be followed as per the First Aid Policy. Emergency first aid cover is provided by the school nurse. A member of the SLT should also be contacted in an emergency. In the event of them being unavailable a member of staff with a paediatric first aid qualification should be called.

All incidents of first aid should be recorded by the nurse and reported to parents/carer and the estates manager as soon as is practically possible, according to the First Aid Policy. If you are in a situation where you require additional support please send a note with two responsible children to ask for help from the nearest member of staff.

### **11 Provider checks**

The external provider must confirm in writing that they do all the normal recruitment checks on their staff. This letter should come from the human resources manager at King's College International School Bangkok and this must be done before they start at the school. Once they have signed this letter, each individual provider needs to bring with them a photo ID and their Police clearance check, and a copy needs to be sent to the human resources manager to record their details on the single central register.

Before the provider starts their first session, they must have read and understood the following:

- Behaviour, Rewards and Sanctions Policy
- First Aid Policy
- Staff Code of Conduct
- Safeguarding Policy



# KING'S COLLEGE INTERNATIONAL SCHOOL

## BANGKOK

- Emergency Evacuation Policy
- EYFS guidance on physical contact with students
- Positive handling guidance for Year 1 and above

All external coaches/instructors should also be aware of the identity of the Designated Safeguarding Lead and have completed a self-declaration form to confirm they have received the full training.

### **Charges for clubs**

There are no charges for clubs run by school staff after school unless specialist equipment is needed. Clubs run by external providers are chargeable.

All policies are reviewed regularly and are subject to change.