



KING'S COLLEGE INTERNATIONAL SCHOOL
BANGKOK

Reference number		Policy name	Key Stage 1 and Key Stage 2 Curriculum Policy
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Person(s) responsible	HS	Date of next review	July 2024
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Vision, mission and values	<p>Mission To produce well-rounded, academically successful, happy young men and women.</p> <p>Vision To engage, inspire and extend our students, our staff and the wider community.</p> <p>Values To create a community where everyone mirrors our values of good manners, kindness and wisdom.</p>
Purpose	<p>To outline the ways in which our curriculum design reflects our delivery of our mission, vision and values and how we meet the BSO standards.</p>

Approved by	SLT	Date	11/07/2023
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Key Stage 1 and Key Stage 2 Curriculum Policy

Values

At King's College International School Bangkok, we aim to teach children how to grow into positive, responsible people who can work and cooperate with others whilst developing knowledge, skills and attitudes to learning, so that they can achieve their true potential. Our values of kindness, good manners and wisdom are central to our teaching. Our curriculum promotes respect for the views of every individual child. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We organise our curriculum so that we promote cooperation and understanding between all members of our community. We aim, through our curriculum, to teach respect for our world and how we should care for it for future generations, as well as our own.

We strive to enjoy our learning and make it as much fun, as meaningful and relevant as possible. We offer children a safe, calm, creative, inclusive and stimulating environment in which to learn. The environment is considered the 'third teacher' in the classroom and is very carefully planned to ensure optimal learning. Every child is valued as an individual; we aim to nurture well-rounded and confident children who will develop skills for lifelong learning. We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in the modern world very seriously and ensure that fundamental British and Thai values are both introduced, discussed and lived out through the ethos and work of our school.

While academic values underpin the broad structure and direction of the curriculum at every level of the school, there is a genuine effort to offer a breadth of experience that goes well beyond the academic curriculum. The school and the governing body are committed to providing a broad, balanced and accessible curriculum that is relevant to the age, needs and aspirations of the students and their families. Thus, sporting, cultural, practical and creative dimensions carry considerable weight within the curriculum, in addition to the attention they receive through our extensive programmes of co-curricular activities. At King's Bangkok, we attach great importance to active involvement in these activities as a means of broadening students' horizons and presenting them with new challenges.

This Curriculum Policy provides a framework that translates the vision, values and aims of the school into effective teaching and learning. It covers all planned learning experiences whether they happen in lessons, in co-curricular activities, through home activities, within the community or on educational visits and residential trips.

The school is committed to:

- Develop the school vision statement to engage, inspire, extend through all aspects of teaching and learning.
- Instill our values of kindness, good manners and wisdom in all members of our school community.
- Promote a safe, secure and happy atmosphere where the students can learn effectively, build up their self-esteem and develop their independence.



- Provide a purposeful and stable environment conducive to high standards of achievement and behaviour.
- Promote respect for the religion and culture of others, regardless of ethnicity, gender, disability and aptitude.
- Provide support to enable each student to access their curriculum entitlement.
- Actively seek ways of helping and involving parents in the care, development and education of their sons and daughters.

The curriculum is built around the needs of the student with the UK national curriculum being delivered and adapted where appropriate. The school keeps abreast of educational reform and considers new initiatives, adopting those which it is felt will enhance the curriculum. Plans are reviewed and updated regularly in line with school development and major curriculum initiatives are detailed in the School Development Plan.

The curriculum is planned effectively, providing continuity and progression through an enquiry approach where possible. It intends to engage, inspire and extend the students by promoting an enjoyment of learning, and a commitment to learn and achieve. The school and staff endeavour to provide rich and varied educational experiences, which aim:

- to promote high standards in communication, and literacy skills for a variety of purposes;
- to enable students to be confident in the use of technology;
- to promote moral sensibility;
- to promote physical and mental development and an awareness of healthy lifestyles;
- to enable students to appreciate the importance of participating in arts and cultural experiences;
- to develop personal independence and social skills, including reference to personal health and hygiene;
- to provide equality of access and opportunity for all students to make progress;
- to promote high self-esteem;
- to enable students to become creative, independent learners;
- to develop students' critical thinking;
- to be given significant time for students to learn new skills and have time to practise those skills;
- to enable students to follow their interests;
- for students to be able to set their own targets for learning;
- for students to become successful lifelong learners who are able to reach their full potential;
- to be able to evaluate and assess their own learning;
- to challenge themselves and engage themselves in deeper learning;
- to discover their gifts and talents through exposure to a variety of themes and activities;
- to enable students to make connections and transfer skills across different areas of learning;
- to enable students to make choices and decisions within their learning;
- to develop students' capacity to learn and work both independently and collaboratively;
- to enable students to respond positively to opportunity, challenge and responsibility;



- to enable students to acquire and develop a broad range of knowledge, skills and understanding that prepare them for the challenges of adult life;
- to promote happy and enthusiastic individuals who enjoy their learning; and
- to ensure continuity and progression by clear information-sharing as students transition through school.

Organisation of curriculum provision

Students are taught in mixed-ability groups in Key Stages 1 and 2 although lessons are differentiated by the teacher within the classroom.

King's College International School Bangkok will aim to deliver the highest quality of teaching and learning through investing in its staff and facilities by:

- Recruiting, training and developing a range of expertise in all staff who work continuously to improve their skill levels and understanding of how students learn most effectively.
- Ensuring that the learning environment is equipped, resourced and maintained in a manner conducive to good teaching and learning.

When teaching, the focus is on providing a range of high-quality learning opportunities for our students.

To enable this, staff:

- prepare lessons thoroughly;
- build upon students' prior knowledge;
- deliver lessons where understanding is developed through active, practical and first-hand experiences, where possible;
- teach through play and enquiry where possible;
- follow the objectives of the learner profile when teaching;
- pace lessons appropriately so that students have time to consolidate skills and understanding, but also move on rapidly;
- share learning objectives and ensure that these are understood by the students;
- give clear indicators of expectations through the use of success criteria asking open-ended, thought provoking questions;
- provide opportunities for students to review and reflect on their learning and give developmental feedback on student's work;
- encourage the use of technology across the curriculum, when appropriate;
- ensure that all tasks set are appropriate to each student's level of ability with differentiation being built into provision; and
- deploy assistant teachers, nannies and any other adult helpers as effectively as possible.

Teachers reflect on their practice and plan their professional development needs accordingly. The yearly learning review process supports teachers in developing their skills so that they can continually improve their practice.



Staff are provided with INSET. They are encouraged to develop areas of interest, implement new initiatives and share expertise. All staff are encouraged to share skills, ideas and resources, participate in peer observation, and learn from one another.

Curriculum management

- The Head of Primary has the responsibility for the leadership of the curriculum and delegates responsibilities to key staff.
- The Primary senior leadership team coordinates the work of the curriculum coordinators and ensures the curriculum has progression and appropriate coverage.
- Curriculum coordinators provide a strategic lead for their subject schemes of work/themes to be followed, and support and offer advice to colleagues on issues relating to their subject, monitoring student progress, and providing efficient resource management. These will show progression from one year to the next and will provide enrichment and extension suitable for the students' age and ability.
- Year Heads, Class/subject teachers ensure the curriculum is clearly planned and taught and that the aims for the class are monitored and progress clearly assessed. Planning may be done collaboratively to ensure parity across year groups, departments or key stages.
- The SLT monitors the curriculum, assessment and standards annually. This information is used to implement new initiatives and improve procedures, as necessary.
- The SLT monitors any parental concerns concerning the curriculum.
- The SLT organises drop ins. Learning walks and formal lesson observations if needed.
- All staff keep abreast of educational initiatives. New ideas are adopted where they will enhance provision.
- The curriculum coordinators have the responsibility of keeping themselves and the staff up to date with curriculum development, updating plans, suggesting new topics and finding new resources accordingly.

Assessment

Assessment is an integral part of teaching and learning. Assessments provide formative, summative, diagnostic and evaluative feedback. Formative assessment takes place in daily teaching and informs short-term planning. Summative assessment takes place at intervals throughout the year. Assessment data is systematically reviewed to track students' progress and to identify individuals and groups who require additional support or challenge.

Refer to the [Year 1 to 6 Assessment Policy](#).

Assessment for Learning (AfL) strategies are used to promote effective learning. Students are encouraged to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

Co-curricular activities



The school organises a wide range of CCAs, ECAs and Clubs and Societies. The school believes that every element of the students' development is important and should be catered for.

Learning Enrichment

Our Learning enrichment department supports all students in whichever way necessary to achieve their full potential. Please refer to [Learning Enrichment Policy](#)

Professional Development

Members of staff undertake in-service training (INSET) to ensure that they develop their expertise in the classroom and also to further their curriculum knowledge to inform and enable curriculum development.

Communication to parents

Parents are kept informed about curriculum coverage through weekly updates sent to each year group via Seesaw. The school also organises regular parent seminars and workshops on curriculum areas to ensure parents are aware of any developments.

Curriculum Coverage

Key Stage 1 (Years 1 and 2)

In Years 1 and 2 we try to make learning as practical and fun as possible with a continued focus on encouraging children to think, problem-solve and be creative. Lessons become more subject-based at this age, but are still taught through enquiry topics that link several areas of learning together through a common theme. Some lessons are taught as a whole class and some as groups or individuals depending on the activity. Children are taught by a class teacher with specialists for PE, swimming, Music, Art, DT, Mandarin and Thai.

Our curriculum coverage has been developed to be similar to the successful curriculum at King's College School, Wimbledon with the addition of Mandarin, Thai language and culture, as well as indoor and outdoor learning through play. The play and enquiry based learning helps build on from the EYFS. It continues developing very important skills started in the EYFS in addition to developing English language skills.

The school has an open-door policy, so parents can also see their child's teacher any day before or after school. Teachers regularly discuss student's progress with the SLT.

Key Stage 2 (Years 3-6)

The teaching methodology develops upon what has been taught in the Early Years and Key stage 1 and extends into enquiry-based skills where students are encouraged to think, ask questions they want to find answers to themselves, be creative, problem-solve and come up with solutions. This enables students to have a deep, rather than superficial, understanding of the subjects covered. It also



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encourages team-building skills, communication skills, perseverance, motivation and a love of learning.

Curriculum

In Years 3-6, the curriculum has been designed to be similar to the King's College School, Wimbledon curriculum as far as possible with the addition of Mandarin, Thai Language and Culture.

A class teacher teaches the majority of the lessons with the exception of PE, library, Swimming, Art, DT, Drama, Computing, Mandarin and Thai, which are taught by specialists.

All policies are reviewed regularly and are subject to change.