



<b>Reference number</b>		<b>Policy name</b>	Curriculum Policy Whole School
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<b>Person(s) responsible</b>	SLT	<b>Date of next review</b>	April 2024
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<b>Vision, mission and values</b>	<p><b>Mission</b> To produce well-rounded, academically successful, happy young men and women.</p> <p><b>Vision</b> To engage, inspire and extend our students, our staff and the wider community.</p> <p><b>Values</b> To create a community where everyone mirrors our values of good manners, kindness and wisdom.</p>
<b>Curriculum Statement</b>	<p>We aim to provide a rich, relevant and dynamic curriculum which engages, inspires and extends all pupils in line with the King's Bangkok Mission, Vision and Values.</p>
<b>Purpose</b>	<p><b>Aims</b></p> <p>To ensure that the school meets the requirements of the British Standards for Schools Overseas Regulations in all matters regarding the curriculum;</p> <p>To ensure that the school has appropriate written documentation as supporting evidence for the fulfilment of the regulations;</p> <p>We aim to ensure that our schemes of work take into account the ages, aptitudes and needs of all pupils including those pupils with special educational needs.</p> <p>To provide a curriculum which does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.</p> <p>To produce well-rounded, academically successful, happy young men and women which we fulfil through our vision of 'engage, inspire and extend' laid on the foundations of kindness, good manners and wisdom.</p> <p>To ensure students are ready for life in a rapidly changing workplace and to make a positive contribution to their society</p> <p>To develop individual abilities and foster independence, curiosity and creativity.</p> <p>To produce an exciting and varied set of learning opportunities as part of a broad and balanced curriculum.</p> <p>To have a wide variety of opportunities outside of timetabled lessons to develop well-rounded individuals who are lifelong learners.</p> <p>To provide all pupils with the best possible opportunity to succeed academically;</p>



	To ensure that the school continues to devise and implement a curriculum which is in line with the standards set by our sister school King's College Wimbledon.
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<b>Approved by</b>	SLT	<b>Date</b>	29/05/2023
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## Curriculum Policy Whole School

### Mission

To produce well-rounded, academically successful, happy young men and women.

### Vision

To engage, inspire and extend our students, our staff and the wider community.

### Values

To create a community where everyone mirrors our values of good manners, kindness and wisdom.

### Curriculum Statement

We aim to provide a rich, relevant and dynamic curriculum which engages, inspires and extends all students and is in line with the King's Bangkok Mission, Vision and Values.

### Aims

To ensure that the school meets the requirements of the British Standards for Schools Overseas Regulations in all matters regarding the curriculum;

To ensure that the school has appropriate written documentation as supporting evidence for the fulfilment of the regulations;

We aim to ensure that our schemes of work take into account the ages, aptitudes and needs of all pupils including those pupils with special educational needs.

To provide a curriculum which does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

To produce well-rounded, academically successful, happy young men and women which we fulfil through our vision of 'engage, inspire and extend' laid on the foundations of kindness, good manners and wisdom.

To ensure students are ready for life in a rapidly changing workplace and to make a positive contribution to their society

To develop individual abilities and foster independence, curiosity and creativity.

To produce an exciting and varied set of learning opportunities as part of a broad and balanced curriculum.



To have a wide variety of opportunities outside of timetabled lessons to develop well-rounded individuals who are lifelong learners.

To provide all pupils with the best possible opportunity to succeed academically;

To ensure that the school continues to devise and implement a curriculum which is in line with the standards set by our sister school King's College Wimbledon.

### **Equality Statement**

At King's Bangkok we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected with the school feel proud of their identity and able to participate fully in school life. To that end we use the language of growth mindset to equip all members of our community with the skills to participate in building a respectful culture. "We are a school where..." is a statement which can help all members of the community to work to the highest standards in this area.

### **Responsibilities**

The Executive Principal will:

- Oversee the drafting and updating of the Curriculum Policy.
- In conjunction with the Head of Early Years, Head of Primary, Headmaster and Deputy Head (Senior School), review and develop the curriculum appropriately to meet the needs of pupils in the school.

Heads of Department and Subject leaders in Early Years and Primary will:

- Ensure that their departments comply with the terms of this policy, setting the highest standards and report any lapses to their Line Manager;
- Maintain professional dialogue across the phases of the school;
- Ensure there are written plans and Schemes of Work in place to cover all teaching in the school and that these make provision for the ages, aptitudes and needs of all pupils, including those with an EHC plan.
- Ensure these plans and schemes do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

All Teaching Staff and Assistant Teachers will:

- Comply with the terms of the Curriculum Policy;
- Work actively to ensure the curriculum meets the needs of all of their pupils.

### **Procedures**

In accordance with the British Schools Overseas Regulations, we provide:



- a) full-time supervised education which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.**

Evidence base:

Our website, schemes of work, EY, primary and senior school policies (see Website), lesson observations and work scrutinies.

- b) that pupils acquire speaking, listening, literacy and numeracy skills.**

Evidence base:

Work and planning scrutinies, progress tests, end of year tests, lesson observations and other review mechanisms including feedback from parents ensure the place of these skills across the curriculum.

Additional support is provided for those pupils who need it. These include Language Screening and SALT provision in the EYFS and at KS1, Maths and English interventions from EYFS-KS2 and Guided Reading Groups at KS2. Records of interventions are kept and shared among staff.

- c) where the principal language of instruction is a language other than English, lessons in written and spoken English.**

Evidence base:

The school's SOW for Thai, and MFL.

- d) personal, social, health and economic education which**
- **reflects the school's aims and ethos**
  - **encourages respect for other people, paying particular regard to the protected characteristics of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation as set out in the Equality Act 2010.**

Evidence base:

The school's PSHE policy and scheme of work for PSHE. This shows how the school actively promotes spiritual, moral and cultural development.

- e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that**

- **is presented in an impartial manner;**
- **enables them to make informed choices about a broad range of career options;**
- **and helps them to encourage them to fulfil their potential**



Evidence base:

The school's mission is built on preparation for the future and throughout the school an age appropriate programme is provided.

The school provides formal careers guidance from year 7 onwards Morrisby testing to supplement our careers guidance with a personalised, student-led approach. The school provides a range of careers talks, ensuring that these respond to the interests of the students. In year 9, guidance is targeted at assisting pupils with IGCSE option choices. This also includes access to the university counsellor employed by the school to give individualised careers guidance alongside support with university applications with relevant members of the teaching staff. The school benefits from bespoke talks, mentoring and relationships with the Honorary Principle of Kings Bangkok, the Headteacher of Kings College Wimbledon and other student connections between the two schools.

In year 11 the focus is on A level choices. Pupils are offered a number of opportunities, including meetings with their Head of House and the Deputy Head (Senior School), and separately with our universities and careers counsellor. We hold a Sixth Form Options Evening, supplemented by a detailed options booklet, to ensure that both pupils and parents are well informed.

In Year 11 the focus is on A Level choices and pupils are offered a number of opportunities including and A level Options Evening and personalised Sixth Form/Further Education consultations.

**f) where the school has pupils under the age of 5, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.**

Evidence base:

In the EY we follow the EY Learning and Development requirements in order to provide rich learning experiences for every child, no matter what their starting point. High quality teaching which is deeply rooted in pedagogy, alongside ongoing formative and statutory assessment ensure that all children reach their potential. Effective characteristics of teaching and learning underpin our daily practice. We work in close partnership with parents to ensure maximum impact for children's learning and development. Our ambitious curriculum is structured around the seven areas of learning and development - three Prime Areas (Communication and Language, Physical Development and Personal, Social and Emotional Development), and four Specific Areas (Literacy, Mathematics, Understanding the World and Expressive Arts and Design). We work towards the Early Learning Goals, which summarise the knowledge, skills and understanding that all children are expected to achieve by the end of the Reception year, also ensuring that we stretch our more able learners through challenging learning experiences that develop their knowledge and skills across all areas. A child is deemed to have attained a 'good level of development' at the end of Reception if they have attained the Early Learning Goals for the three Prime Areas and for Literacy and Mathematics. More detailed information about the EYFS Curriculum can be found in our EYFS Policy ([Early Years Foundation Stage Policy](#)).



**g) Where the school has pupils over the age of 16, a programme of activities which is appropriate to their needs.**

Evidence base:

Students are offered a broad range of subjects up to Advanced Level. In addition the school runs an ambitious programme of enrichment activities. A bespoke super curriculum is in place for pupils over 16 preparing them for life after school, independent learning at university and beyond through the EQP and Kings Essay programmes for example.

**h) that all pupils have the opportunity to learn and make progress.**

Evidence base:

The school offers an inclusive education in line with its mission statement. An equalities statement is included as a part of most school policies. We also have a clear equalities policy for exams ensuring that all students get full support in achieving access arrangements where needed. We have an active GSA group and other DEI opportunities for pupil voice.

Schemes of work in the Seniors and in the Primary section indicate how the work will be differentiated and what the pupil outcomes will be. Provision is made in lessons for a range of abilities, including extension tasks and support for children with SEND and EAL. Regular diagnostic assessment and monitoring of progress ensures that early intervention is implemented, to enable all learners to make good progress.

Teachers use a range of teaching styles and strategies, including formative assessment, to accommodate different styles of learning. Every term students are given personalised targets which are shared with the parents through the school reports and through parents evenings. Other strategies include personalised learning support programmes for pupils of all abilities are in place. We are ambitious for every child and ensure that learning opportunities across the curriculum provide challenge and opportunities to go higher and deeper with their thinking.

The core curriculum is open to every child and there is extension opportunity and learning support as required. Regular assessments are made of pupils' work to establish a level of attainment and to inform future planning.

Formal / summative assessments take place throughout the year in all subjects. A range of interim and full reports are sent home to parents at least twice yearly and are supplemented by Parents' Meetings each academic year.

From EY to Seniors all teachers evidence planning for additional stretch and challenge for the most able or talented pupils in their planning.

**l) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.**

Evidence base:



The school publishes information for parents of pupils in each year group which address the school's mission statement, which gives primacy to such preparation. In addition there is a varied programme of visiting speakers, educational visits, school celebration days, charity collections and fund-raising as well as advice about future directions, careers input etc. Please see the Schemes of Work for PSHE and PSED. The School Councils in Primary and Senior and GSA group embeds awareness of democratic processes and offer further opportunities for students to understand and contribute to school policy on social and cultural issues. Individual guidance enables pupils to explore sophisticated responses to this area – reflecting on learning, developing emotional intelligence and awareness of leadership and learning styles. We encourage our pupils, particularly those in Key Stage Two, to take increasing responsibility for their learning and to take initiative with projects that interest them through our enquiry approach to learning.

### Monitoring

- The curriculum will be reviewed annually as part of the schools' cycle of review and evaluation.
- The Academic Committee receives a termly report on the curriculum from the Head of EY and Primary and the Deputy Head (Seniors).

A schedule of CAT4 and other benchmarking tests is used to enable target setting, measurement of outcomes and overall tracking. It also informs our evaluation process of final outcomes for pupils in public exam performance. Pupils entering the school are given CAT4 tests from entry into Year 3 and above. These are then repeated every 2 years alongside yearly progress testing in science, maths and English. Our reporting schedule shows the overview of how assessments, reports, parents' evenings, pupils' self-assessments and staff reviews of outcomes are planned throughout the year to maximise opportunities for intervention and challenge where required.

### Related Policies and Documents:

- SEND Policy (including statements and EAL)
- [Learning Enrichment Policy](#).
- [EAL language policy](#).
- [PSHE policy SS](#)
- [PSHE overview](#)
- [RSE policy SS](#)
- [Primary PSHE](#)
- [Supervision of students policy](#)
- [Complaints Procedure](#)
- [Early Years Assessment Policy](#)
- [Early Years Foundation Stage Policy](#)
- [Year 1-6 assessment policy](#)
- [Curriculum Policy-Senior School](#)
- School Development Plan
- Policy on Continuing Professional Development
- Subject Policies.
- Statement of pupil progress



- Minutes of the education committee

Record of updates and amendments	Date
Last Reviewed	May 2023
Next Review due	May 2024