



SINCE 604 AD

**KING'S SCHOOL**

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**ROCHESTER**

**CURRICULUM  
DOCUMENT**

**2025-2026**

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## **INTRODUCTION**

The Curriculum Document presents the educational aims and objectives of King's Preparatory School. It outlines the key features of King's innovative and forward-thinking Curriculum 2025-2030, indicating the progression of learning which takes across the Junior and Senior Schools. In producing this document, we seek to inform, so that ultimately we can work together in helping your child fulfil his or her potential.

## **1. THE SCHOOL'S EDUCATIONAL AIMS:**

King's School Rochester has been inspiring young minds since 604 AD. With such a rich heritage, we are proud to uphold the values and traditions that have shaped generations of King's pupils. Our focus, however, is always on the journey ahead - for the children in our care today and the difference they will make in the world.

At King's, we offer a forward-thinking education rooted in traditional values. Our vision is to provide an outstanding all-round education that enables every pupil to realise their academic potential and grow into confident, compassionate and capable young people. We want our pupils to leave King's not just with strong examination results, but with the independence, self-belief and adaptability to follow their own path and be game-changers in a world that is complex, fast-changing and full of opportunity.

This vision is underpinned by the **HEART** of King's - our core values of:

- Happiness
- Endeavour
- Aspiration
- Roundedness
- Teamwork

These values shape our daily life at King's, guiding how we learn, live and grow together. As a Cathedral school, our Christian ethos is not just part of our history - it informs the way we care for one another, the importance we place on service and the reflective, inclusive culture we foster. These values help nurture the empathy, integrity and inner strength pupils need to lead purposeful lives, whilst ensuring every child feels recognised, supported and inspired to aim high.

We want every pupil at King's to fulfil their individual potential - academically, personally and socially - within an environment that recognises and supports the whole child. Our ambition is to see every young person develop as an innovator, a creative communicator, a global citizen, a resilient collaborator and to be socially responsible - prepared not only to navigate the future, but to shape it with confidence and purpose.

This is a bold and optimistic vision for education - one that honours our heritage whilst ensuring we remain firmly focussed on what lies ahead. It is a vision that places pupils at the centre and supports them to become the very best version of themselves.

We are committed to ensuring that every pupil achieves academic success within an environment that also nurtures their personal growth. High expectations, excellent teaching and a carefully designed curriculum ensure that each child is supported and challenged to achieve their very best. We believe academic success is most achievable when pupils feel happy, motivated and recognised as individuals. This vision shapes every element of our school life - from our curriculum design and co-curricular opportunities to our pastoral care and school structure. It reflects our belief that education

should go far beyond the accumulation of knowledge: it should equip pupils with the character, competencies and curiosity they need to thrive in life and in work.

At King’s, education is not just about what pupils know, but about who they become. We seek to establish in which direction an individual pupil’s particular talents lie. We do this not only by close monitoring of performance inside and outside the classroom, but also by providing new experiences and ideas for individuals to consider through involvement in sport, music, art, drama and a range of other activities, which constitute the Co-Curriculum. Throughout their journey pupils are carefully supported.

## **2. SCHOOL STRUCTURE**

King’s offers pupils a continuous and cohesive educational journey from Nursery to Sixth Form, with each stage building purposefully on the one before, as pupils progress from the Junior School to the Senior School.

### **YEAR STRUCTURE**

<b>KSR</b>	<b>STATE</b>	<b>ABBREVIATION</b>	<b>KEY STAGE</b>	<b>AGE (years)</b>
<b>JUNIOR SCHOOL</b>				
Nursery	Nursery	N	Early Years	4
Reception	Reception	R	Early Years	5
1	Year 1	Y1	1	6
2	Year 2	Y2	1	7
3	Year 3	Y3	2	8
Year 4	Year 4	Y4	2	9
Year 5	Year 5	Y5	2	10
Year 6	Year 6	Y6	2	11
Year 7	Year 7	Y7	3	12
Year 8	Year 8	Y8	3	13
<b>SENIOR SCHOOL</b>				
Removes	Year 9	Y9	3	14
L5	Year 10	Y10	4	15
U5	Year 11	Y11	4	16
L6	Year 12	Y12	5	17
U6	Year 13	Y13	5	18

Age = the year of the majority of pupils at the end of the academic year.

### **3. THE CURRICULUM**

*“The school curriculum comprises all learning and other experiences that each school plans for its pupils.”*

In September 2025 King’s School launched its new Curriculum Strategy (Curriculum 2025-2030) resulting from an extended period of review, when we have asked not just *what* we teach but *why* and *how*.

A number of internal and external factors provided the impetus for change:

#### **Internal Factors**

- A commitment to sustaining academic standards, especially at A-Level;
- A desire to maximise academic progression in an all-through school via a properly sequenced, coherent and connected curriculum;
- A desire to reframe the curriculum so that it is relevant and future-focussed, based on employability needs and a concern for Climate Change and Sustainability;
- Any curriculum must reflect the Aims, Vision and Values of the school, including HEART - King’s is a school with clear Christian values and it is important that these are visible within the Curriculum;
- The need to honour the “King’s tradition”;
- “School for Life”: providing knowledge, skills and competencies for life-long learning.

#### **External Factors**

- A societal move towards a need for transformative competencies rather than knowledge and subject-specific skills (distilled from World Economic Forum “Future of Jobs Report, 2023”);
- Significant change in the employment market, as a result of an ageing working population, globalised markets, the transition to a Green economy and digitalisation of the economy with the development of AI;
- The need for “distinctiveness” in a crowded market, particularly with the government’s intention to homogenise the state-sector curriculum;
- Global Citizenship in a post-Brexit globalised world with enlarged cultural and trade links;
- Parental perception and preference, as reflected in surveys, e.g. emphasis on STEM/STEAM.

Key features we want in a revised Curriculum:

- Attractiveness - to recruit and retain pupils;
- Breadth - to promote “roundedness”;
- Coherence - to consolidate knowledge, skills and competencies through the growth of “Big Ideas”;
- Connectedness - to promote the learning journey in an all-through setting;
- Effectiveness - to promote high academic performance;
- Efficiency - to operate a curriculum within a sustainable financial framework;
- Relevance - to prepare pupils for their next steps by developing skills and competencies, alongside the tools and dispositions for self-regulation and life-long learning via Thinking Matters.

The result is a refreshed educational framework from Nursery through to Sixth Form that:

- Connects learning across subjects, phases and disciplines to support deeper thinking and creativity.
- Builds transformative competencies such as digital literacy, critical thinking and emotional intelligence.
- Embeds metacognitive strategies to help pupils understand how they learn and grow into reflective, independent learners.

The pioneering curriculum and wider offering are designed to help every child become:

**Innovators:** Curious, courageous thinkers who explore new ideas and embrace change.

**Socially responsible individuals:** Compassionate and caring contributors to society.

**Creative communicators:** Articulate and expressive voices, able to share ideas clearly, listen actively and connect meaningfully.

**Global citizens:** Open-minded and grounded advocates, respectful of others and the world around them.

**Resilient collaborators:** Adaptable, emotionally intelligent team-players, ready to meet challenges.

Subjects sit within these five Domains and the Heads of Department report to the Domain Lead, who oversees performance in the appointed Domain.

Innovation	Social Responsibility	Creative Communication	Global Citizenship	Resilience and Collaboration
Mathematics Further Maths Biology Chemistry Physics Computing DT Sports Science	Geography Psychology Sociology Electives L2L PSHEE Futures	English Art & Design Drama Music	History Politics RS Economics French Spanish HPQ and EPQ Electives	Games PE CCF Outdoor Learning DofE

## **(a) JUNIOR SCHOOL**

From the earliest years, our Junior King's pupils benefit from a nurturing environment that fosters curiosity and confidence, with a "Primary Plus" approach that combines the security of class-based learning with the excitement of specialist teaching. From Year 6 onwards, pupils engage with subject experts who inspire deep thinking and stretch growing minds.

By Years 7 and 8, pupils begin to enjoy the independence and responsibility of the Senior School whilst remaining part of the Junior community - benefiting from excellent facilities, high-quality subject teaching and meaningful leadership opportunities within the King's Diploma.

The Junior School has two classes in each year-group except in Year 8. Classes in the Nursery to Year 3 are located in Chadlington House and in Years 4 - 8 teaching takes place in the Preparatory School building. Teaching from the Early Years to Year 5 is based on the "Primary Plus" model with the Class Teacher or Form Tutor delivering the majority of the teaching, save in French, Music, PE, Sport (and Swimming), and, in the older classes in Art, Computing and Design Technology, where specialist teachers are deployed.

Every effort is made to ensure that the classes up to Year 7 contain a broad range of abilities, although Mathematics is setted throughout the Junior School, while Writing is also split into ability groups in Years 1-3.

The National Curriculum does not apply to independent schools and in the Nursery - which pupils can enter in the term after they are three years of age - and Reception, we have an exemption from the Teaching and Learning elements of the Early Years Foundation Stage Statutory Framework 2021. Similarly, King's School has elected that pupils will not sit the Key Stage 1 or 2 Assessment Tests. That said, substantial elements of the National Curriculum content are firmly established in the current philosophy and practice of King's School, although we aim to provide a curriculum which is broad in subject matter, balanced in content, relevant to the present and future requirements of each pupil and yet allows for differences in ability.

### **Early Years Foundation Stages (Nursery and Reception)**

In the Early Years Foundation Stages (Nursery and Reception) teaching centres on Literacy, Phonics and Mathematics, which are augmented by a focus on:

- personal, social and emotional development;
- physical development - Games/PE (including Martial Arts and Yoga);
- understanding the world (including French);
- expressive arts and design (including Music).

Teaching combines adult-led learning and child-initiated learning and exploring.

### **Year 1 - Year 6**

The core curriculum in Key Stage One and Two is English, Mathematics and Science. Nearly half of the available teaching time is devoted to these disciplines, as children need to become secure and confident learners in these subjects, if they are to make good progress in their education. At the same

time, rich and varied activities and experiences in the rest of the curriculum are also crucial to children's motivation and progress and pupils are timetabled for Art, Computing, French, Geography, History, Learning-to-Learn, Music, PHSEE, Physical Education and Games, and Religious Studies.

In Year 5 Design Technology is added to the curriculum and when the pupils reach Year 6 teaching is increasingly by subject teachers, but forms remain un-streamed. The programme of combined Science continues to be followed in Years 6 and 7, but separate Sciences (Biology, Chemistry and Physics) are taught in Year 8.

### **King's Diploma**

Pupils in Years 7 and 8 work towards the completion of the King's Diploma, which integrates the innovative Futures programme and gives an emphasis to the Competencies, which underpin the curriculum. For two or three days in the Michaelmas and Midsummer Terms the timetable will be collapsed and pupils in these cohorts will work in groups on real-world problems related to the UN's Sustainable Development Goals. Pupils are encouraged to reflect on the development of these Competencies and their involvement in both cultural experiences and the School's rich Co-Curriculum programme, maintaining a digital portfolio of their development in advance of their move to the Senior School.

Full streaming is introduced in Year 7 with pupils placed in an "A" or "B" stream. At this stage, Spanish is introduced as an additional Modern Foreign Language, with most pupils studying two languages, and the innovative Futures programme is also added to the curriculum.

Placement in Years 7 and 8 is based on previous academic performance, assessments and examinations. Particular attention is always paid to those few cases in which a pupil may have been misplaced. Ultimately a child's placement will reflect what, in our professional judgement, best serves the individual child's interests.

Where setting and streaming exists, pupils would normally follow a common syllabus across the year-group, but one would expect the amount of teacher-direction to be less with "A" stream pupils.

### **(b) SENIOR SCHOOL**

In the Senior School, our pupils experience a rich and dynamic curriculum, when the ambition remains on unlocking potential.

In the Removes (Year 9), a carousel model introduces breadth in the arts before GCSE decisions, whilst our broad qualifications offer - including A-Levels, GCSEs, BTECs, HPQ, EPQ and Electives - ensures every pupil can shape a personalised path that reflects their strengths, interests and ambitions.

This connected structure, underpinned by expert teaching, an inspiring environment and a shared sense of purpose, helps our pupils grow into confident, capable young people, ready for whatever comes next.

In addition to the carousel of Art, Drama and Music, pupils in the Removes follow a Futures programme themed around Sustainability and this is framed on the HPQ programme, which from September 2025 is formally introduced as an option alongside the CCF and Theatre Productions in the Upper Fifth.

### **Fifth Form**

Remove pupils make their GCSE choices in the Lent Term following an information evening. Presentations are made by the Headmaster and the Director of Teaching and Learning. A “GCSE Studies Handbook” is available and parents and pupils have the opportunity to consult Heads of Departments regarding option choices for the Fifth Form.

All pupils sit English Language and English Literature, Mathematics and a Combined Science: Trilogy (containing papers on Biology, Chemistry and Physics) - the “core” - along with three options, alongside the programme of Games, Learning-to-Learn and PSHEE, as well as weekly assemblies and a service held in the Cathedral. Options are blocked and these are governed by pupil choices and may vary from year to year.

Coursework and controlled assessment are an integral part of some GCSE subjects, including English Literature. Departments will allow enough lesson and preparation time for the average pupil to complete the tasks set. A guide to the timing of coursework is published in the GCSE options booklet.

### **Upper Fifth Form Enrichment**

The Friday afternoon enrichment programme remains an invaluable part of King’s School’s offer and our commitment to develop rounded individuals with the credentials to thrive in our fast-changing world. It ensures that every pupil can shape a personalised path that reflects their strengths, interests and ambition.

Central to this ambition is the Combined Cadet Force (CCF), which offers pupils the opportunity to grow their skills in leadership, discipline, motivation, self-awareness and perseverance. The CCF programme, sponsored by the Ministry of Defence, comprises a wide range of activities, including adventure training, leadership training and single service subjects (Afloat, Flying, Field Craft and Shooting), all of which are delivered by specialist military and civilian instructors. Pupils in the Fifth Form will continue to have access to this rich programme and in the Sixth Form there is the scope to validate the leadership skills via a BTEC Level 2 award for Teamwork and Personal Development in the Community.

Alongside the CCF, there is a thriving Theatre Productions Company, which assists with the delivery of school productions and events. Theatre Production offers broad, practical training in all areas that contribute to making a theatre production, including lighting, sound, set painting, sourcing and making props and costumes, puppetry, hair, makeup and stage management. The programme provides a varied and exciting experience for our pupils and has resulted in successful application to the country’s leading Drama Schools, including this year RADA, for associated graduate courses.

From September 2025 the offer has been further broadened with the introduction of the Higher Projects Qualification (HPQ) to pupils in the Upper Fifth. The Higher Projects Qualification is the perfect stepping stone to the Extended Qualification (EPQ) which is now an established part of the Sixth Form landscape with over 70 pupils undertaking this assessment alongside their A-Levels.

Project qualifications are well-regarded by universities as the reflective approach anticipates graduate programmes. The HPQ provides opportunities for pupils to extend and develop material being covered in class, explore their passion for a subject and help them make informed decisions for the next phase of education. The Higher Project Qualification requires pupils to carry out research on a topic that they have chosen that is not covered by their GCSEs. They then use this research to produce a 2000-word written report and, in the case of practical projects, an artefact or a production with a 500-word report.

Projects are overseen by project supervisors who guide their students through the process, while the course is “front-ended” with a taught element, developing study skills and an understanding of project management. Alongside the independently worked project, pupils make a Presentation and complete a Production Log which has a clear structure that supports pupils to meet university expectations for creative projects, scientific investigations and practical projects. Success demands self-motivation, but it is rewarded with the equivalent of half a GCSE.

### **Sixth Form (Years 12 and 13)**

Pupils would normally require at least **five** GCSE grades 9 - 4 to qualify for Sixth Form entry. In addition, pupils should normally have attained at least a grade 6 in the subjects that they wish to study at A-Level (ideally grade 7 in Sciences, Mathematics and Languages).

During the Michaelmas Term of the Upper Fifth year, there is an information evening for parents and pupils consisting of a presentation by the Headmaster and the Head of Sixth Form. The Sixth Form Studies Handbook is available and parents and pupils have the opportunity to consult Heads of Departments about option choices for the Sixth Forms.

The following subjects are offered in the Sixth Form:

**A-Levels:** Art, Biology, Chemistry, Computing, Design Technology, Economics B, English Literature, French, Geography, History, Mathematics and Further Mathematics, Music, Physics, Politics, Psychology, Religious Studies, Spanish and Sociology.

**BTEC:** Sport.

In the Lower Sixth pupils will normally select three A-Level subjects or the equivalent BTEC awards, supplemented by an Extended Project Qualification (EPQ) and a long-course (21 weeks) Elective or three short-course (seven weeks) Electives. They will continue with those subjects to attain full A-Levels or a BTEC, alongside the EPQ.

### **Electives**

In 2023 -2024 we introduced a series of compulsory electives into the Lower Sixth curriculum in order to prepare pupils for life beyond school, broaden their horizons and pursue personal interests. This evolving programme includes a range of subjects, such as Banned Books, Beginner’s Latin, British Sign Language, LAMDA, Sustainability.

### **Extended Project Qualification (EPQ)**

The Extended Project Qualification (EPQ) is now an established part of the landscape for pupils in the Sixth Form at King’s School. The EPQ allows pupils to pursue an independent study on a topic of their choice to complement their A-Level studies. It nurtures the skills of research and critical

thinking valued by universities and success in this award is seen as reliable indicator of a pupil's capacity to secure the top grades at university. On this basis it is highly regarded by many leading universities, accruing valuable UCAS tariff points and often yielding reduced university offers.

Mrs Morag McIntyre oversees the qualification monitors pupil progress via Project Q. Candidates complete a written project or an artefact and a shortened write-up, alongside a reflective log and an oral presentation. Study Skills are taught at the start of the course and each candidate has a mentor to guide and support them in the completion of the award.

### **KPSR SUBJECT/PERIOD ALLOCATION EYFS – YEAR 3: 2025-2026**

SUBJECT/YEAR	Nursery	Reception
Literacy	Daily	Daily
Phonics	Daily	Daily
Mathematics	Daily	Daily
Personal, Social and Emotional Development	Weekly	Weekly
Understanding the World	Weekly	Weekly
French	Twice a week	Twice a week
Physical Development (inc. Martial Arts and Yoga)	Three Times a Week	Twice a Week
Music	Twice a Week	Weekly

SUBJECT/YEAR	Year 1	Year 2	Year 3
English	Daily	Daily	Daily
Mathematics	Daily	Daily	Daily
Science	Daily	Daily	Daily
Art	Weekly	Weekly	Weekly
Computing	Weekly	Weekly	Weekly
French	Twice a week	Twice a week	Twice a week
Games/PE/Swimming	Weekly	Weekly	Weekly
Geography	Weekly	Half-Term blocks	Half-Term blocks
History	Weekly	Half-Term blocks	Half-Term blocks
Music	Weekly	Weekly	Weekly
PSHEE	Weekly	Weekly	Weekly
P.E.	Weekly	Weekly	Weekly
Religious Studies	Weekly	Weekly	Weekly

**KPSR SUBJECT/PERIOD ALLOCATION PER FORTNIGHT**  
**YEAR 4 – UPPER FIFTH: 2025-2026**

SUBJECT/YEAR	4	5	6	7	8	Remove (Year 9)	L5 (2025)	U5* (2025)	U5 (2026)
English	10	9	9	7	6	5	7	7	7
Mathematics	10	9	9	7	6	5	6	5	6
Science	4	5	5	6	-	-	-	-	-
Art	3	2	2	2	2	5+	GCSE Option		
Biology	-	-	-	-	2	3	4	4	4
Chemistry	-	-	-	-	2	3	4	4	4
CCF/Theatre/HPQ	-	-	-	-	-	4	4	4	4
Computing	2	2	2	2	2	2	GCSE Option		
Design Tech	0	2	2	2	2	3	GCSE Option		
Drama	2	2	2	2	2	5+	GCSE Option		
French (inc. WoLLoW)	3	3	3	3	3	3	GCSE Option		
Games	6	6	6	8	6	8	8	8	8
Geography	3	3	3	2	3	2	GCSE Option		
History	3	3	3	2	3	2	GCSE Option		
Futures	-	-	-	2	2	2	0	0	0
Learning to Learn	1	1	1	1	1	1	1	0	1
Music	2	2	2	2	2	5+	GCSE Option		
PSHEE	2	2	2	2	2	2	2	1	2
P.E. (Academic PE from L5)	2	2	2	1	2	0	GCES Option		
Physics	-	-	-	-	2	3	4	4	4
Religious Studies	3	3	3	2	3	2	GCSE Option	6	GCSE Option
Spanish	-	-	-	3	3	3	GCSE Option		
Assembly/DEAR	2	2	2	2	2	0	0	0	0
Cathedral Service	2	2	2	2	2	2	2	2	2
<b>Total</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>

**Options**

\*2025-2026: 3 options with 6 periods in L5 (18 periods) and 5 periods in U5 (15 periods) = legacy programme.

2026-2027: 3 options with 6 periods in L5 & U5 = 18 periods.

## Sixth Form Allocation of Periods:

### Lower Sixth

Options (10 lessons in 3 subjects)	30
PSHEE	1
Games	8
EPQ	2
Electives	4
Private Reading	9
Activities <sup>1</sup>	4
Service/Tutor time <sup>2</sup>	

**Total number of periods** **60**

<sup>1</sup>Activities: CCF, Hands, Theatre Productions Society.

<sup>2</sup>There is also a weekly Assembly and Chapel on weekdays for the Senior School.

Block A	Block B	Block C	Block D
History	Biology	Psychology	RS
Physics	Economics	DT	Maths
Sociology	Further Maths	BTEC Sport Diploma	BTEC Sport Certificate
Geography	Psychology	Maths	Art
Computer Science	Music	Further Maths	Politics
Economics	Drama & Theatre	English	Chemistry

### Upper Sixth

Block A	Block B	Block C	Block D
Classical Civilisation	English	History	Drama & Theatre
Psychology	Computer Science	Further Maths	Sociology
Geography	Politics	English	Chemistry
RS	Psychology	BTEC Sport Diploma	Computer Science
Maths	Physics	Maths	DT
Further Maths	BTEC Sport Certificate	Music	Economics A
Art	Biology	French	Economics B
Economics B			

Options (10 lessons in 3 subjects)	30
PSHEE	1
Games	8
EPQ	3
Private Reading	14
Activities <sup>1</sup>	4
Service/Tutor time <sup>2</sup>	

**Total number of periods** **60**

<sup>1</sup>*Activities: CCF, Hands, Theatre Productions Society, although not compulsory in the Upper Sixth.*

<sup>2</sup>*There is also a weekly Assembly and Chapel on weekdays for the Senior School.*

Reading periods are taken in the Sixth Form Centre.

Moreover, overseas students are encouraged to sit A-Level examinations in their native language through private study. Entries for these examinations are coordinated by the Examinations Secretary.

### **Schemes Of Work**

Specific details regarding the curriculum followed in any given subject are located in the departmental Schemes of Work. The Schemes of Work show the knowledge, skills and Competencies which underpin the subject. They are reviewed annually by Heads of Department and reviewed by the Director of Teaching and Learning, his assistant, and Domain Leads during Subject Reviews.

## **4. THE NATIONAL CURRICULUM**

The Education Reform Act which became law in July 1988 was the culmination of a movement to achieve greater prescription and uniformity of curriculum across the country. The resultant National Curriculum aimed to meet these demands.

The basic curriculum at Key Stages 1 and 2 is made up of the core subjects - English, Mathematics and Science - and other non-core foundation subjects - Art and Design, Computing (formerly ICT), Design Technology, Geography, History, Music and Physical Education. As required by the Act, provision is made for each pupil to receive some element of Religious Education and, from August 2002, Citizenship became a statutory requirement.

Each subject of the National Curriculum has Attainment Targets, which detail the knowledge, skills and understanding to be acquired by pupils of different abilities and maturities by the end of each of four Key Stages between the ages of five and sixteen years. Similarly, each of the basic subjects has a series of Programmes of Study outlining the matters, skills and processes to be taught to pupils during each Key Stage.

The latest review, launched in January 2011, focussed on the curriculums used at primary and secondary levels, with particular attention to whether school standards are keeping up with highest-performing education systems around the world. It aims to provide a broader curriculum to the age of 16, "built around a core of academic subjects".

A number of significant changes resulted from the review and these were implemented from September 2014. Thus, from that point the National Curriculum had to include a "foreign language" as a statutory foundation subject at Key Stage 2, while each of the subjects outlined above was compulsory in maintained schools at Key Stage 3, i.e. to the end of Year 9 (the Removes). Moreover, new programmes of study were introduced for all subjects at Key Stages 1-4. Elements of the Citizenship syllabus are now incorporated within subjects, while Sex and Relationships is integrated in the revised National Curriculum.

The final curriculum and new programmes of study were made compulsory for maintained schools from September 2014 and the new Key Stage Two Assessment Tests, introduced in May 2016, reflect the more challenging National Curriculum.

The National Curriculum does not apply to independent schools and the School has elected that pupils will not sit the Key Stage 2 Assessment Tests, although substantial elements of the National Curriculum content is firmly established in the current philosophy and practice of King's School. However, we aim to provide a curriculum which is broad in subject matter, balanced in content, relevant to the present and future requirements of each pupil and yet allows for differences in ability.

As with the National Curriculum, the main emphasis is upon the core subjects of English, Mathematics and Science. In this respect, we compare favourably with the time per week that schools should devote to these subjects as recommended by the subject working groups. Moreover, the syllabus content of these subjects is substantially the same as that recommended by the National Curriculum Standing Orders.

The content of the remaining foundation subjects generally adheres closely to the models envisaged by the National Curriculum's subject working groups. Practical difficulties detract from a full adoption of the statutory orders. For example, the Key Stage divisions make no allowance for the structure of independent schools. Thus, Key Stage 2 begins at Year 3 and Key Stage 3 ends at Year 9 (our Removes). Significantly, however, the levels reached in each Attainment Target for all subjects match or exceed the requirements of the National Curriculum.

While the Secretary of State has now made the teaching of a foreign language compulsory at Key Stage 2, hitherto from Year 3 to Year 6 this has not been the case, whereas King's pupils in Key Stages 1 and 2 already devote between five and 10% of the available teaching time to the study of modern languages.

In 2007 we introduced a new programme for pupils in Years 7 and 8, combining elements of Citizenship and Personal, Social and Health Education and, following the success of this innovation, in 2010 CPSHE was extended to all year-groups. In September 2016 this was re-styled PSHEE.

Moreover, the National Curriculum puts little emphasis on the development of the whole individual. At King's we endeavour to provide the learning, knowledge and skills appropriate to the individual's needs in order to promote personal, social, physical and intellectual development. This holistic approach is reflected in the number of extra-curricular activities that are available, as well as the emphasis given to Art, Drama, Music and Games.

The National Curriculum continues to evolve and King's School is in the fortunate position of being able to review developments, confident that we combine the best of modern thinking with established good practice.

## **AREAS OF EXPERIENCE WITHIN THE CURRICULUM**

In sum, while we do not follow the National Curriculum, we do give experience in the following areas:

**Linguistic** - This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. In all schools, except for

foreign national schools whose pupils are all temporarily resident in this country, there must be lessons in written and spoken English. Many schools will also teach other languages and some will use a language other than English as the main medium of instruction.

**Mathematical** - This area helps pupils to make calculations, to 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 should be developed in a variety of ways, including practical activity, exploration and discussion.

**Scientific** - This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

**Technological** - There is no wish to be prescriptive about how schools develop a curriculum to teach technological skills and it is recognised that some schools would not wish to teach some of the aspects below; for example, Computing. Technological skills can include the use of computing; developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.

**Human and Social** - This area is concerned with people and their environment, and how human action, now and in the past, has influenced events and conditions. In most schools, the subjects of history and geography make a strong contribution to this area.

**Physical** - This area aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health.

**Aesthetic and Creative** - This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art, music, dance, drama and the study of literature, because they call for personal, imaginative, and often practical, responses.

Subject	Linguistic	Mathematical	Scientific	Technological	Human & Social	Physical	Aesthetic & Creative
English	√						√
Mathematics		√					
RS					√		
Biology			√				
Chemistry			√				
Physics			√				
French	√						
Spanish	√						
Economics		√			√		
Futures					√		
History					√		
Geography					√		
Politics					√		
Art							√

Drama						√	√
Music							√
Computing				√			
DT				√			√
PE						√	
Games						√	
PSHEE					√		
CCF						√	
Theatre Prod							√
HANDS					√		
HPQ & EPQ	√						

## 5. COMPETENCIES

The World Economic Forum’s “Future of Jobs Report” (2023) identifies ten skills that are increasingly valued by employers, reflecting the rapidly changing workplace. The most important skills for workers are seen to be analytical and creative thinking, and this is expected to remain so in the next generation. Alongside the growing importance on complex problem-solving, technological literacy, and AI and big data specifically, will become increasingly significant, meaning that companies’ skills strategies will give greater focus on these qualities. Similarly, universities are increasingly prioritising these skills over traditional qualifications. In order to thrive in the ever-changing landscape of the modern globalised world, young people will need to be nimble and resilient, adapting quickly.

King’s School has distilled the skills identified by the World Economic Forum into six Competencies, which will be integrated into programmes of study in all phases, and taught alongside the subject-specific skills and substantive knowledge of disciplines.

<b>COMPETENCIES (BASED ON WORLD ECONOMIC FORUM STUDIES)</b>	
<b>Competency</b>	<b>Description</b>
Analytical Thinking: Problem – Solving	<ul style="list-style-type: none"> <li>● Identify a topic, problem or issue, reviewing available data and research.</li> <li>● Breakdown the problem into manageable pieces.</li> <li>● Apply creativity and critical thinking to provide a solution.</li> </ul>
Coordinating with Others	<ul style="list-style-type: none"> <li>● Be a confident and effective communicator.</li> <li>● Be an active listener, showing empathy and tolerance.</li> <li>● Work collaboratively with other people towards a shared goal, exchanging ideas.</li> <li>● Leadership and quality assurance.</li> </ul>

Creative Thinking	<ul style="list-style-type: none"> <li>● Be curious, asking effective questions, researching and noticing patterns and anomalies.</li> <li>● Be open to new ideas and possible outcomes.</li> <li>● Show imagination, exploring multiple options.</li> <li>● Identify problems, and develop and refine solutions, synthesising ideas.</li> </ul>
Critical Thinking	<ul style="list-style-type: none"> <li>● Assess information and arguments critically.</li> <li>● Identify assumptions and challenge the status quo.</li> <li>● Reflect on how personal, social and cultural bias influence thinking and decisions.</li> </ul>
Digital Literacy	<ul style="list-style-type: none"> <li>● Use digital skills to find and engage with digital content, including, but not exclusively using AI, augmented and virtual reality.</li> <li>● Create digital content, selecting appropriate tools.</li> <li>● Share and communicate content effectively and safely.</li> </ul>
Resilience and Flexibility in a fast-changing world	<ul style="list-style-type: none"> <li>● Respond positively to both setbacks and feedback, recognising that failure is the first attempt in learning.</li> <li>● Reflect on learning and respond appropriately to new insights.</li> </ul>

**6. LEARNING TO LEARN (L2L)**

Learning capability is not a fixed trait, but rather a skill that can be developed and improved over time. By understanding how we learn and applying effective learning strategies, we can enhance our ability to acquire and retain new information. In the “Digital Age”, as the amount of information available to us increases, the ability to understand how our memory works has become more important than ever.

At King’s we believe that every pupil has the capacity to develop and use insights into the mind to improve how they approach learning. The Learning to Learn programme is a comprehensive 8-year journey (Years 4 - 11) that develops your child's metacognitive skills, study techniques, and personal effectiveness. Rather than just teaching subject content, this programme teaches children how to learn, giving them tools they'll use throughout their education and beyond.

## Why is This Important for Your Child?

Research shows that students who develop strong "learning how to learn" skills:

- Achieve better academic results across all subjects
- Feel more confident and less stressed about schoolwork
- Become more independent and self-directed
- Develop resilience when facing challenges
- Are better prepared for university and career success

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## Year-by-Year Parent Guide

### Years 4-6: Foundation Stage (Ages 8-11)

#### What Your Child is Learning:

- Basic understanding of how the brain learns.
- Simple goal-setting and planning skills.
- Organization and time-management basics.
- Emotional awareness and regulation.
- Basic study skills and memory techniques.

#### How You Can Support at Home:

- **Create a learning-friendly environment:** Designate a quiet, organized space for homework.
- **Model good learning habits:** Let your child see you learning new things and facing challenges.
- **Celebrate effort over results:** Praise hard work and improvement, not just attainment grades.
- **Use growth mindset language:** "You haven't learned this *yet*" instead of "You can't do this".
- **Practice memory techniques:** Play memory games and help with spelling using fun methods.

#### Questions to Ask Your Child:

- "What did you learn about learning today?"
- "Which study technique worked best for you?"
- "How are you feeling about your learning?"
- "What's one thing you found challenging and how did you handle it?"

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### Years 7-8: Development Stage (Ages 11-13)

#### What Your Child is Learning:

- Advanced study techniques and note-taking
- Understanding how their adolescent brain works
- Digital literacy and online safety
- Research skills and source evaluation
- Collaboration and peer learning
- Stress management and wellbeing

#### How You Can Support at Home:

- **Respect their developing independence:** Allow them to make study decisions while offering guidance
- **Support their organizational systems:** Help them set up filing systems and digital organization
- **Discuss online safety:** Talk about responsible internet use and information evaluation
- **Encourage peer study:** Support group study sessions and collaborative learning

- **Monitor stress levels:** Watch for signs of overwhelm and help them use stress management techniques

#### Questions to Ask Your Child:

- "How are you organizing your work across different subjects?"
- "What did you learn from working with your study group?"
- "How do you know if information online is reliable?"
- "What strategies are you using to manage homework stress?"

### Years 9-11: Mastery Stage (Ages 13-16)

#### What Your Child is Learning:

- Advanced metacognitive skills and self-regulation.
- Sophisticated research and critical thinking.
- GCSE-specific study strategies.
- Leadership and mentoring skills.
- Performance psychology and exam techniques.
- Preparation for lifelong learning.

#### How You Can Support at Home:

- **Trust their expertise:** Recognize they may know more about effective study methods than you do.
- **Provide emotional support:** GCSE years can be stressful - focus on wellbeing over grades.
- **Support their teaching others:** Encourage them when they help younger students or siblings.
- **Respect their study systems:** Avoid criticizing methods that seem different from your experience.
- **Plan for the future:** Discuss post-GCSE options and continued learning goals.

#### Questions to Ask Your Child:

- "How are you monitoring your own learning progress?"
- "What's the most effective study technique you've discovered?"
- "How are you supporting other students' learning?"
- "What are your plans for continuing to develop your learning skills?"

### Supporting Learning at Home - Creating the Right Environment

#### Physical Environment

- **Dedicated Study Space:** Even if it's just a corner of a room, make it theirs.
- **Good Lighting:** Natural light when possible, or bright, non-glare artificial light.
- **Comfortable Seating:** Proper chair and desk height for good posture.
- **Organization:** Storage for materials, calendar/planner visible, minimal distractions.
- **Technology:** Reliable internet, appropriate devices, charging stations.

#### Emotional Environment

- **Growth Mindset Culture:** Mistakes are learning opportunities, effort is valued.
- **Stress-Free Zone:** Home should be a place to decompress, not add pressure.
- **Celebration of Learning:** Acknowledge progress, new skills, and resilience.
- **Open Communication:** Your child feels safe discussing learning challenges.
- **Realistic Expectations:** Based on their individual abilities and circumstances.

## The Power of Questions

Instead of asking "Do you have homework?" try these learning-focused questions:

### Daily Questions:

- "What was the most interesting thing you learned today?"
- "What study technique did you use today?"
- "What challenged you today and how did you handle it?"
- "What are you looking forward to learning tomorrow?"

### Weekly Questions:

- "What learning skill did you improve this week?"
- "How did you help someone else learn this week?"
- "What would you like to get better at next week?"
- "What made you feel proud of your learning this week?"

### Monthly Questions:

- "How have your study habits changed this month?"
- "What's the most useful learning technique you've discovered?"
- "How do you feel about yourself as a learner?"
- "What learning goals do you have for next month?"

## Supporting Without Doing

### Do:

- Ask about their learning process.
- Help them reflect on what works.
- Provide resources when they ask.
- Listen to their learning challenges.
- Celebrate their learning breakthroughs.
- Model good learning behaviour yourself.

### Don't:

- Do their homework for them.
- Criticize their study methods without understanding them.
- Compare them to siblings or other children.
- Focus only on grades and results.
- Create additional pressure during examination periods.
- Assume your learning methods will work for them.

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## Understanding Modern Learning Methods

Your child is learning evidence-based techniques that may be different from traditional methods. Here's what some of these look like:

### Active Recall

**What it is:** Testing themselves frequently instead of just re-reading notes. **What you might see:** Your child covering their notes and trying to remember, making flashcards, explaining concepts aloud. **Why it works:** Research shows testing memory strengthens learning more than passive review.

### **Spaced Repetition**

**What it is:** Reviewing information at increasing intervals rather than cramming. **What you might see:** Your child studying the same topic multiple times over weeks, using apps like Anki. **Why it works:** Spacing out practice fights the forgetting curve and builds long-term memory.

### **Interleaving**

**What it is:** Mixing different topics or skills in study sessions. **What you might see:** Switching between math problems, history, and science in one study session. **Why it works:** Helps the brain make connections and improves discrimination between concepts.

### **Elaborative Interrogation**

**What it is:** Asking "why" and "how" questions to understand deeply. **What you might see:** Your child explaining why something works, not just what happens. **Why it works:** Creates deeper understanding and better memory formation.

### **Dual Coding**

**What it is:** Combining visual and verbal information. **What you might see:** Mind maps, diagrams with explanations, drawing while studying. **Why it works:** Uses multiple memory pathways for stronger encoding.

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## **Supporting Wellbeing and Mental Health - Recognizing Stress Signs**

Watch for these indicators that your child might need additional support:

- Significant changes in sleep patterns.
- Loss of appetite or overeating.
- Increased irritability or mood swings.
- Withdrawal from family or friends.
- Physical complaints (headaches, stomach aches).
- Difficulty concentrating on anything.
- Expressing hopelessness about school.

## **Promoting Good Mental Health**

- **Regular Sleep Schedule:** Consistent bedtime and wake-up times.
- **Physical Activity:** Regular exercise, even just walking.
- **Healthy Eating:** Balanced meals and healthy snacks.
- **Social Connection:** Time with friends and family.
- **Relaxation Time:** Downtime without academic pressure.
- **Mindfulness Practice:** Simple breathing exercises or meditation.
- **Professional Support:** Don't hesitate to seek help if needed.

## **During High-Stress Periods (Exams)**

- **Maintain Normal Routines:** Don't drastically change family life.
  - **Encourage Breaks:** Regular breaks are productive, not lazy.
  - **Provide Healthy Snacks:** Brain food like nuts, fruit, water.
  - **Limit Additional Pressure:** Avoid discussing results or university plans.
  - **Be Available:** Let them know you're there if they need to talk.
  - **Model Calm Behaviour:** Your stress affects them too.
-

## **Communication with School**

### **When to Contact Teachers**

- Your child seems consistently overwhelmed despite using learning techniques.
- You notice significant changes in attitude toward learning.
- Your child reports that study methods aren't working.
- There are concerns about mental health or wellbeing.
- You need clarification about programme expectations.

### **Questions to Ask Teachers**

- "How is my child applying the learning techniques in class?"
- "What learning skills is my child strongest/weakest in?"
- "How can I best support their learning at home?"
- "Are there any concerns about my child's learning development?"
- "What learning goals should we focus on at home?"

### **Information to Share with Teachers**

- How your child studies at home.
- Any learning breakthroughs or challenges you observe.
- Changes in attitude toward learning or school.
- Stress levels and mental health observations.
- Questions your child has asked about learning.

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## **Frequently Asked Questions**

### **"My child's study methods look different from what I did at school. Should I be worried?"**

Not at all! Learning science has advanced significantly. The methods your child is learning are based on the latest research about how the brain actually learns most effectively. Trust the programme and your child's developing expertise.

### **"How much should I help with homework?"**

Focus on helping with the learning process rather than the content. Ask about their approach, help them reflect on what's working, and provide emotional support. Avoid doing the work for them.

### **"My child seems stressed about all these new techniques. What should I do?"**

Learning new methods can initially feel overwhelming. Reassure them that it's normal, encourage them to try one technique at a time, and remind them that you're proud of their effort to improve their learning.

### **"How do I know if the programme is working?"**

Look for signs like increased confidence in tackling challenges, better organization, more independence in studying, improved resilience when things are difficult, and growing excitement about learning.

### **"My child wants to teach me their learning techniques. Should I let them?"**

Absolutely! Teaching others is one of the best ways to consolidate learning. Plus, you might learn some useful techniques yourself!

### **"What if my child's grades don't improve immediately?"**

Learning skills take time to develop and show results. Focus on the learning process and celebrate improvements in confidence, organization, and resilience. Better grades often follow as these skills develop.

### **"How can I support my child without being pushy?"**

Follow their lead. Ask if they want help before offering it. Focus on being interested in their learning rather than controlling it. Celebrate effort and progress, not just results.

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## **Crisis Support Information**

### **When to Seek Additional Help**

- Persistent anxiety or depression affecting daily life.
- Significant changes in eating or sleeping patterns.
- Self-harm or suicidal thoughts.
- Complete withdrawal from family, friends, or activities.
- Substance use or other risky behaviours.
- Severe and persistent academic struggles despite support.

## **UK Support Resources**

- **Young Minds:** Mental health support for young people (0808 802 5544)
- **Childline:** Free, confidential support (0800 1111)
- **Samaritans:** 24/7 emotional support (116 123)
- **NHS Mental Health Services:** Contact your GP for referrals
- **School Counselling Services:** Speak to your child's school about available support

## **Online Resources**

- **Young Minds:** [youngminds.org.uk](http://youngminds.org.uk)
- **Mind:** [mind.org.uk](http://mind.org.uk)
- **NHS Mental Health:** [nhs.uk/mental-health](http://nhs.uk/mental-health)
- **Kooth:** [kooth.com](http://kooth.com) (online counselling for young people)

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## **Celebrating Learning Success**

### **Recognition Ideas**

- **Learning Achievement Certificates:** Create certificates for learning milestones.
- **Family Learning Wall:** Display evidence of everyone's learning growth.
- **Learning Stories:** Write and share stories about overcoming learning challenges.
- **Skill Showcase:** Let your child demonstrate new learning techniques.
- **Progress Photos:** Take before/after photos of organized spaces or completed projects.

### **Celebration Activities**

- **Learning Feast:** Cook a meal together while discussing what you've learned.
  - **Skills Swap:** Trade teaching each other new skills.
  - **Growth Journal:** Keep a family journal of learning achievements.
  - **Learning Adventure:** Visit museums, libraries, or educational events together.
  - **Quiet Celebration:** Sometimes the best celebration is simply acknowledging growth.
-

### **Final Thoughts for Parents**

Remember, your role is not to be your child's teacher or tutor for the Learning to Learn programme. Your role is to be their supporter, encourager, and fellow learner. The programme is designed to help your child become an independent, confident learner - and that includes learning to take responsibility for their own learning journey.

Trust the process, trust your child's developing expertise, and trust that learning how to learn is one of the most valuable gifts you can give them for their future success and happiness.

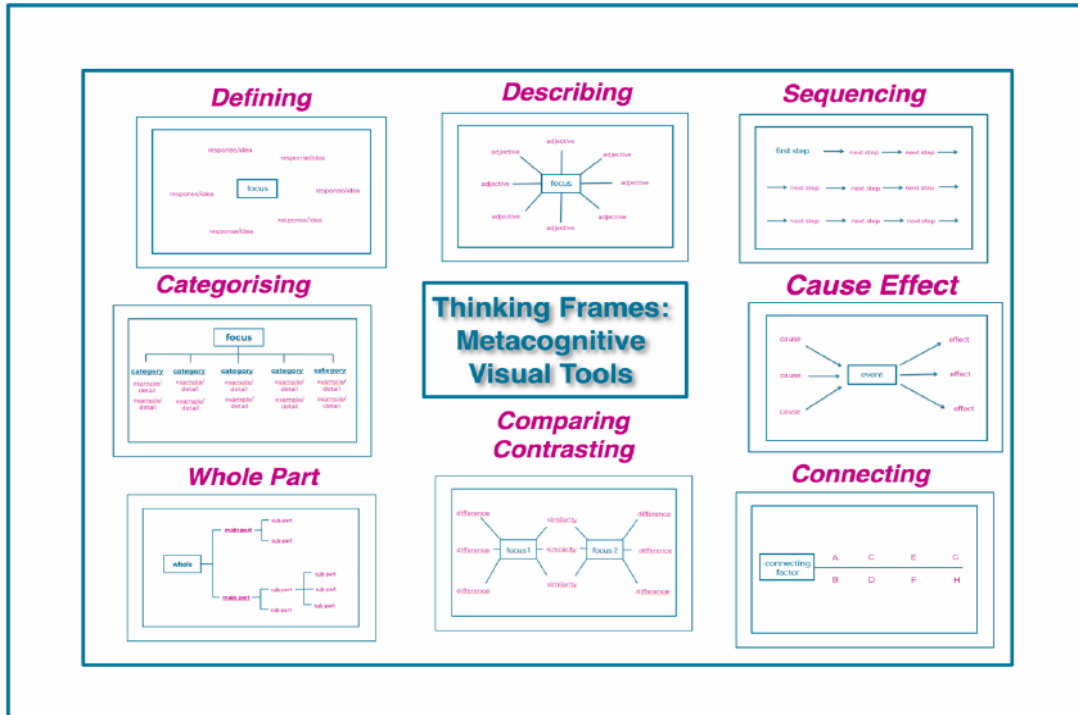
Your interest, encouragement, and support make all the difference in your child's learning journey. Thank you for being such an important part of their development as a lifelong learner!

## **7. THINKING MATTERS**

As a “Thinking School”, King’s aims to equip pupils with a range of thinking skills and metacognitive tools so that explicit thinking and continuous self-improvement are at the centre of everything that they do. From this position pupils will have increased self-motivation and self-regulation, equipped to succeed in an ever-changing future. In the creation of meta-learners, encouraged to work independently, we aim to equip pupils with the skills and dispositions for life-long learning. It is King’s ambition to provide its pupils with the tools to thrive beyond school at university and in the workplace. Additionally, research from the Educational Endowment Foundation confirms that this metacognitive approach adds eight months additional progress on a pupil’s outcomes.

Central to this approach is the use of “Thinking Frames”. These are a particular type of graphic organiser based on distinctive visual patterns, which help organise thinking. Their impact in use is informed by a growing understanding of the science of learning and particularly of neuroplasticity, the malleability of the human brain to change in response to input of new and/or repeated information.

Effectiveness in using “Thinking Frames” as metacognitive visual tools also recognises the particular strength of the visual mode of learning. As the visual cortex is the largest processing system in the human brain, the repeated use of consistent and simple visual models capitalises on the brain’s capacity to prioritise visual information. We also know that the brain processes visual information differently than language with images more likely to be strongest in the long-term memory within the brain, which can strengthen memory and recall by minimising cognitive loads. “Thinking Frames” provides common metacognitive visual tool. These tools can be utilised by students to scaffold thinking and learning with increasing confidence, skill and dexterity, just as the same way as their use of physical tools for multiple everyday tasks can be developed.



Effective metacognitive strategies get learners to think about their own learning more explicitly, usually by teaching them to set goals and monitor and evaluate their own academic progress.

A common lexicon and the same visual tools are employed across the school, with the pupils in the Junior and Senior Schools all adopting a shared approach, which will underpin their success and future-proof them in line with the School’s wider vision as a school for life.

## **8. WORLD OF LANGUAGES AND LANGUAGES OF THE WORLD (“WoLLoW”)**

"WoLLoW" is a curriculum project designed to enhance language learning in schools. It focuses on promoting curiosity about languages, understanding their structures, and fostering connections between different languages and other subjects. The programme, which is integrated into French in Years 4-6, also aims to encourage students to share their linguistic knowledge and recognize the value of multilingualism.

## **9. TIMINGS OF THE SCHOOL DAY**

### **(EYFS-YEAR 3)**

**7.30 - 8.25 am:** Breakfast Club based in Rookwood (Last breakfast served at 8.10 am)

**8.20am:** Breakfast Club escorted to Chadlington

**8.25 - 8.40 am:** Green gates open and children escorted to Pre-Preparatory School

**8.25 am:** Gates open, children enter school and welcomed by class teacher

**8.45 am:** Door closes and Registration time

**8.55 am:** Assembly Year R to 3, Learning begins for N

**9.20 am:** Lessons begin Year R-3

**10.30 - 11.00 am:** Break/Wellbeing time for Year R to Year 3

**12.15 -1.25 pm:** PPS & Nursery Lunch & Playtime

**12.45 -1.25 pm:** Playtime on playground Year R to Year 3/ Lunchtime clubs/ Library

**1.25 - 3.30 pm:** Afternoon school for Yr N, R & Yr 1 pupils

**1.25 - 3.40 pm:** Afternoon school for Yr 2 & Yr 3 pupils

**3.30 pm:** End of the school day for Nursery, Year R and Year 1 pupils

**3.40 pm:** End of the school day for Year 2 and Year 3 pupils

**3.30 - 4.20 pm:** After-School activity clubs

**3.30 - 6.30 pm:** (Walk over at 3.40 pm): After-School based in Rookwood: Group 1 (Year N, Year R & Year 1)

**3.40 - 6.30 pm:** (Walk over 3.50 pm): After-School club based in Rookwood: Group 2 (Year 2 & Year 3)




**SCHOOL YEARS 4 – UPPER SIXTH TIMETABLE STRUCTURE: WEEKS A & B**

DAY/ PERIOD	TIME	Monday	Tuesday	Wednesday	Thursday	Friday
	8.25 am	Pastoral	Senior Chapel	Pastoral/ Junior Service	Pastoral	Pastoral
1	8.50 am			Senior Games	Yr 4 & 5* Games A/B & B	Junior Games
2	9.50 am					
Mid-Morning Break (10.50 - 11.15 am)						
3	11.15 am		Yr 4 Games A			
4	12.15 pm			Assembly CONGO		
Lunch Break (1.15 - 2.10 pm)						
5	2.15 pm		Yr 7 & 8 Games A & B	Junior Games	Yr 6, 7 & 8 Games A, A & B	Senior Games
6	3.15 pm					Yr 5 & 6 Games B & A/B
	4.15 - 5.30 pm	Clubs	Clubs	Clubs	Clubs	Clubs

**10. PEDAGOGICAL ALIGNMENT**

Lessons are aligned so that common features characterise the start and end of each lesson, so that pupils clearly understand the learning pathway through the programme, as research shows that they are more likely to engage with each learning opportunity if they are aware of the expectations.



	<p><b>CALM START:</b> (First 5 minutes / transition time)</p>	<p>This could look like:</p> <ul style="list-style-type: none"> <li>• Pupils lining up quietly.</li> <li>• Teacher greeting at the door.</li> <li>• Quiet reading (no devices).</li> </ul>
	<p><b>DURING THE LESSON:</b> <b>RETRIEVAL PRACTICE</b></p>	<p>This could look like:</p> <ul style="list-style-type: none"> <li>• Low-stakes quizzes.</li> <li>• Thinking Frames.</li> <li>• Summarising.</li> <li>• Two Things Activity</li> <li>• Last lesson / last week / last month.</li> </ul>
	<p><b>REFLECTIVE EXIT TASK:</b></p>	<p>This could look like:</p> <ul style="list-style-type: none"> <li>• Exit tickets.</li> <li>• “Sticky-note” responses.</li> <li>• Key take-aways.</li> </ul>

Lessons are 55 minutes long plus 5 minutes transition time, e.g. Period 1 ends at 09:50 and Period 2 starts at 09:55. Pupils arriving after the first 5 minutes are marked “Late”.

## **11. DIGITAL LEARNING**

At King's School Rochester, digital learning is integral to our curriculum, empowering pupils to be creative, collaborative, and critical thinkers. We provide a dynamic and innovative learning environment designed to equip students with the skills and knowledge they need to thrive in a digitally connected world.

Our approach to digital learning evolves with our students as they progress through the school, introducing new technologies and skills at each stage.

### **(a) Our Digital Infrastructure**

We offer a rich array of hardware and software to support teaching and learning across the Junior School.

- **Years 1 - 3:** Students use shared iPad banks in their classrooms to enhance their learning. This includes a range of educational apps that support their development. Teachers use Seesaw to share student work and progress with parents.
- **Years 4 - 6:** Students transition to a 1:1 device program with their own iPads. These are managed during school hours using Jamf, and teachers use Jamf Teacher to monitor and guide their use in lessons.
- **Years 7 - Upper Sixth:** Students use their own Windows Surface Go or Pro devices. These are managed with InTune, and teachers can monitor classroom use with Classroom Cloud.

Our dedicated facilities include a computer suite with 24 Windows laptops for students in Years 1–3 and a second computer lab with 24 Windows desktops for students in Years 4-8. These labs are used for weekly computing lessons focused on building key digital and computing skills.

In addition, the Cheetham Block in the Senior School, consisting of two rooms equipped with desktops, are used for Computing lessons in the Removes and GCSE and A-Level classes, as well offering provision for pupils who qualify for the use of disable computers during public examinations.

### **(b) A Cohesive Digital Curriculum**

From Years 1–3, students are gradually introduced to technology and software. They are taught foundational online and research skills, and technology is used to supplement and enhance their learning.

From Year 3 onwards, students begin using Google Classroom in their computing lessons. For Years 4–13, Google Classroom serves as the central hub for all assignments and learning materials. Our school-wide use of Google Workspace for Education provides students with a powerful suite of tools for collaboration and creation. We also use Kami to enable students to create and edit documents, and to facilitate effective feedback from teachers.

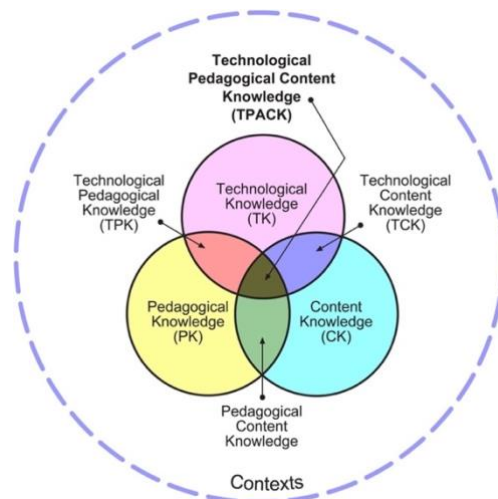
Our computing curriculum for all students is focused on skill-building, online safety, and a project-based approach to learning. In weekly computing lessons, students learn to solve real-world problems by following the project development lifecycle. The curriculum integrates key concepts in online safety, information technology, computing, programming, and problem-solving throughout each project.

We ensure a safe and secure online environment for all students through our comprehensive Smoothwall filtering and monitoring system.

### (c) Recognised for Digital Excellence

We are proud to have been awarded the AI Quality Mark, recognising our commitment to the safe and effective integration of Artificial Intelligence into teaching and learning. This achievement highlights our dedication to innovation while maintaining a secure and responsible approach to new technologies.

In addition, a number of staff have completed certification as Google Educators and Kami Educators and Apple Teachers, while Mrs Claire Wright, the Director of Digital Strategy, has pioneered a Ped Tech CPD Programme using the TPACK (Technological Pedagogical Content Knowledge) framework which describes the kinds of knowledge required by teachers for the successful integration of technology in teaching.



All departments are required to have a Digital Learning entry in their departmental handbooks detailing how digital applications will be integrated into lessons. These could include details of:

- Subject specific resources and apps
- Ways for pupils to collaborate
- Retrieval and spaced practice to increase retention of key ideas and knowledge
- Ways for increasing the quality and quantity of pupil practice, e.g. self-quizzing
- Ways that teacher explanations and modelling of new concepts and ideas can be enhanced
- Ways to engage and motivate pupils

The extensive use of technology means our teaching, learning and assessment is innovative, engaging and stretches students to think creatively. Pupils also are able to access all their learning materials before, during and after lessons allowing an individualised approach which encourages students to take responsibility for their own learning and helps prepare students for life and work in a digitally-connected world. Substitution and augmentation strategies use EdTech to enhance learning and add value, but modification and redefinition stages harness the same technologies to transform learning and make new things possible as outlined in the SAMR model (Dr Ruben Puentedura).

Digital Literacy represents one of the key Competencies underpinning the curriculum as we look to future-proof our offer. As part of the King's Diploma, pupils chart their progress with a Digital Portfolio which provides underpins a commitment to multimodal assessment consistent with the demands of industry and university.

### (d) Device Etiquette

Pupils are taught that using an iPad is a privilege and comes with both skills to learn and rules and regulations to follow. Observance of correct iPad etiquette is promoted across the curriculum and a failure to observe the code will result in sanctions.

It is important we use our digital devices appropriately in school. Teachers will expect pupils to follow the following rules.

- Do not take out your device unless you have been instructed.
- Turn the screen off when the teacher is talking.
- Bring your device to the school fully charged.
- Only use apps or websites that you have been asked to.
- No games unless instructed by your teacher.
- No messaging or video-calling, only use your school e-mail address for communication.
- No Air-Dropping without permission.
- Your iPad should be on “silent” mode unless instructed otherwise.
- No photos or videos to be taken without permission from your teacher.
- Do not use your device between lessons.
- Make “SMART” choices when using your device to access the internet.

**(e) Remote-Learning** (See “*King’s Remote Learning Policy*”)

In the event that King’s Rochester is closed to on-site learning for a sanctioned reason, such as was the case during the Covid lockdown, we will ensure that we provide education and support for learning throughout the time that we are not physically in school. It is an expectation that teachers will provide ongoing learning opportunities for all pupils. Each day there will be the same hour-for-hour learning available to pupils at home so that pupils will complete tasks in “real-time”.

Teachers will endeavour to be available for these sessions and time will be managed between direct teaching on Google Meet and support via the audio and “chat” facilities. For any lesson each teacher will ensure that there is enough learning set for that time period, although experience suggests that tasks completed remotely, especially by younger pupils, may take longer than in a physical classroom, particularly if they do not have certain tools or supplies with them. Moreover, some homes will lack multiple devices or adequate Wi-Fi connectivity.

Interactive modes of learning might be made available, using videos, films, recording teaching, blogs, photographs, podcasts, etc. Teachers will be aware of concerns about screen-time, both for pupils and staff. In this context, it is important that the day is punctuated by regular breaks, equivalent to those occurring in the school-day. Parents should also encourage their child’s physical activity and ensure periods of quiet and reflection away from screens and social media.

Teachers will provide regular feedback, and monitor pupils’ participation and parental responses via interactive tools using the Google suite. Teachers will communicate with pastoral staff and parents where pupils are completing insufficient work.

EAL and Support Teachers will provide supplementary learning activities and communicate regularly with their pupils to ensure that they have success with remote-learning.

These measures will enable pupils to make continued progress whilst the school is closed.

## **12. PROMOTING BRITISH VALUES AT KING'S ROCHESTER**

(Also see the *Whole-School Policy on "SMSC and Fundamental British Values"* and *Whole-School Policy "Careers Education, Information, Advice and Guidance"* for further details)

In 2015, the DfE reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs".

At King's Rochester, we already promote the core aspects of British values through the SMSC (Spiritual, Moral, Social and Cultural) work that is integrated throughout every year-group. We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for pupils. As stated in our aims, King's Rochester aims to be "a community that enables individuals to flourish". This opportunity manifests itself by encouraging polite behaviour, good manners and respect for all.

As a school community, we value and celebrate this country's diverse heritage. Alongside this, we value being part of Britain. In general terms, this means that we celebrate traditions in the course of the year, for example, Harvest Festival and Remembrance Day during the Michaelmas Term, and observance of all major Church festivals throughout the year, with services held in Rochester Cathedral. Pupils are also made aware of important festivals and celebrations of other world faiths.

In addition, through the ethos of the school and the systems in place, British values are reinforced in the following ways:

### **Democracy**

Within each section of the School, we have a School Council which meets regularly. The School Council, which is elected in a democratic way, is the pupils' opportunity to raise issues, organise events and activities for the school and put forward their suggestions for new initiatives. The School Council is made up of pupils from each year-group. Councillors are elected by popular vote for one academic year, using a first and second past the post system. Any pupil may stand for election, although pupils are not allowed to be Councillors for two consecutive years.

Campaigning is encouraged, and Hustings are held at the start of the academic year, followed by polling by secret ballot. Prospective Councillors are expected to make a speech at the hustings for their year group explaining why they would make a good representative and what their agenda would be.

To be a good Councillor, pupils should be able to listen well and maintain a high standard of personal conduct. Councillors who are found not to have represented their constituents' views or behaved in a manner unbecoming of an elected representative may be voted off the School Council.

Through all areas of the curriculum and at all stages of the school, children are taught the importance of listening to others and their viewpoint, allowing the pupils to gain a full understanding of democracy. Pupils take an active role in the choice of charities, local, national and international, and the activities that might support them.

## **The Rule of Law**

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced at King's Rochester. Pupils are taught from an early age the rules and values of our school. The stickers, "stars and merits" achieved in the Pre-Preparatory School and "blobs" and "credits" in Preparatory School reward children for, amongst other things, good work, helpfulness and good levels of effort. This is reinforced in the Preparatory and Senior Schools through the half-termly reporting system and awards of scholarships and prizes. Equally, the consistency shown in dealing with negative behaviour ensures that all children learn the importance of laws, not just within school but within the community and country.

At King's Rochester, we already promote the core aspects of British values through the SMSC (Spiritual, Moral, Social and Cultural) work that is integrated throughout every year-group. We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for pupils. As stated in our aims, King's Rochester aims to be "a community that enables individuals to flourish". This opportunity manifests itself by encouraging polite behaviour, good manners and respect for all.

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In addition, through the ethos of the school and the systems in place, British values are reinforced in the following ways:

## **13. OUTDOOR LEARNING**

Outdoor Learning is a pedagogical approach that utilizes the natural environment and outdoor spaces to enhance learning experiences, promote well-being and foster both environmental awareness and personal development. A programme of Outdoor Learning activities is a key feature of the revised curriculum and the imperative to develop resilient collaborators. Currently it includes a half-termly activity for each year-group from EYFS to Year 3. The focus in these cohorts is on developing skills and an understanding for nature through activities that include conkering, den-building, making hedgehog habitats, understanding plants and growth cycles. The opportunities for pupils in Years 3 - 8 include archery, bushcraft, climbing, knots and lashings, leadership, orienteering skills and paddle sports. The skills pupils develop are progressive, encompassing elements of the academic curriculum, and eventually work towards pupils completing Duke of Edinburgh qualifications and joining the Combined Cadet Force (CCF) in the Senior School.

King's has an extensive woodland area at the Alps, which includes a purpose-built firepit with seating, a picnic area, a herb garden and carefully planned safe areas for younger pupils. The woodland also has areas which remain natural and are ideal for exploration by older pupils. Moreover, in the school grounds we have eco-gardens, bee-hives, a pond and many other natural areas of beauty. We are fortunate to also have access to local public spaces close to the school, such as the King's Orchard

and the Vines, where outdoor learning can also take place under the guidance of staff with a range of skills and qualifications, including a part-time coordinator.

In addition to this programme, King's organises residential trips, with pupils in Year 5 spending time at Ferney Crofts Activity Centre in Dorset's New Forest and Year 6 children visiting Chateau Warsy in Picardy for a week-long trip combining outdoor activities and French studies. Within the King's Diploma, children in Year 7 undertake a three-day activities trip to Cobnor in West Sussex and Year 8 pupils complete a programme of abseiling, hiking and mountain-biking in the Peak District, encouraging pupils to challenge themselves, as well as exploring new skills and working as a team.

#### **14. PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHEE)**

Pupils throughout the school follow a Personal, Social, Health and Economic Education programme that reflects the school's educational aims and ethos, encouraging respect for people, while recognising the diversity of people at King's and in the wider community, as set out in the 2010 Equality Act. Our programme also closely follows statutory guidelines for Relationships and Sexual Education and Health Education

Pupils receive one lesson of PSHEE each week. The programme is overseen by a dedicated Heads of Department, Mrs Sarah Walsh (EFS - Year 8), Miss Costelloe (Removes - Upper Fifth) and Mrs Sarah Miles (Sixth Form). Lessons are variously delivered by Class Teachers, Form Tutors or House Tutors and, in some year-groups these are arranged on a carousel basis, each year's syllabus integrating a range of elements.

There is a focus on a "Healthy Minds" programme, including lessons on emotional resilience, mental health, social media, mindfulness, career hope and human connection, as well as Sex and Relationships Education and a consideration of "Parliament and Democracy".

#### **15. SEX AND RELATIONSHIPS EDUCATION (SRE)** (See "*Whole-School SRE Policy*")

Sex and Relationships Education (SRE) is an important part of pupils' physical, emotional and social development. It forms part of National Curriculum PSHEE and Science requirements. SRE is learning about the emotional, social and physical aspects of growing up, of relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and well-being. SRE is always taught with due regard to moral and legal considerations and in such a way that is appropriate to pupils' age, ability, gender and level of maturity. It is contained within Health Education classes, while Mrs George will expand on these themes in single sex classes delivered to Year 8 pupils as part of PSHEE. These classes will look at:

- What makes a healthy relationship
- Different types of relationships, including homosexuality
- The age of consent and emotional maturity
- Contraception and Family Planning

- Understanding the dangers of sexting
- Investigating the impact of unprotected sex, including STIs and STDs

## **16. CAREERS**

As part of the School's PSHEE provision, pupils will look at how their behaviours can impact on their future lives. The introduction of Learning-to-Learn supports life-long learning, while the integration of Competencies across the Curriculum equips pupils with the dispositions and skills increasingly demanded by employers and universities. Within PSHEE there is a discrete focus on career pathways and pupils reflect on their personal strengths and weaknesses, informing the choice of subjects at GCSE and how these might link to future careers. As part of this consideration, there will be an Initial Morrisby Careers Assessment. Occasional visits from vetted speakers, parents and alumni, are complemented by Sixth Form Careers Fairs and Work Experience placements. Mrs Miles, the Head of Sixth Form, oversees the King's School's Careers provision and the preparation of pupils for entry into university, dental, medical and veterinary schools, and apprenticeships.

## **17. READING**

### **(a) Library Time**

As part of the School's commitment to reading, children in the Reception classes are sent home with a school reading book as soon as they are ready. For most of our children this is within the first half term of their entry. Children are heard read individually in school by the teacher and/ or teaching assistant. It is also an expectation that parents hear their children read every night at home.

Reading for pleasure is also encouraged and each classroom in EYFS and Years 1-3 has a "Book Corner". Children are free to look and choose their own books for quiet reading.

Storytime is an important part of the day and teachers act as role models to the children reading aloud.

Chadlington House and the Preparatory School building have a dedicated library space. Classes in all but Year 8 of the Junior School are all timetabled to have a library time each week. Here the children are able to choose and share books with their friends. Reading for pleasure is important. The children are able to choose a book to take home.

### **(b) DEAR (Drop Everything and Read)**

As part of the Junior School's commitment to reading all pupils in Years 4-8 will "drop everything and read", devoting time in Form Periods to silent reading. In these sessions, teachers model good reading habits and promote reading via Book Bingo Sheets, quizzes and other activities, as well as reading silently or reading aloud to their class. Mrs Rebecca Rivers, the Head of English (Junior), oversees the day-to-day running of the libraries located in Chadlington House and the Preparatory School building. Highly successful Book Fairs take place in the Michaelmas and Lent terms, corridor displays, regular author visits and a range of World Book Day activities also help to maintain a focus on reading for pleasure throughout the Junior School. Recommended Reading Lists are reviewed and updated regularly.

### **(c) Star Reading/Accelerated Reader**

STAR Reading is a computer-adaptive reading test used to determine pupils' reading placement levels for Accelerated Reader, as well as providing a diagnostic summary. Pupils in Years 2-6 are enrolled in the programme. Tests measure growth in reading ability over time. Having completed an initial test, pupils are directed to the Accelerated Reader database of over 22 000 titles, encompassing the majority of the Library's stock of fiction titles. The majority of library stock is organised by Accelerated Reader level to enable pupils to find books at an appropriate level. For each book there is a quiz, which pupils complete upon finishing their book. The quiz tests a child's comprehension of the books they have read. This provides instant feedback for pupils and can be accessed via reports which are monitored by English teachers in order to ensure each individual's progress. Class results identify pupils who need intervention, while data also provides detailed information about phonological awareness, grasp of vocabulary and higher order thinking. By nominating books within a pupil's capabilities and interests, it encourages children to read appropriately at their optimum level. It sets individualised pupil targets to add motivation, certificates are awarded in assemblies each term for pupils who have achieved or exceeded their targets or read a set number of words. The Home Connect Site, which parents are invited to join at the start of each academic year, allows parents and pupils to view quiz results and monitor progress. Moreover, the returns provide a log of a child's reading history.

## **18. TRIPS AND VISITS**

A wide programme of trips and visits support personal development and classroom-learning across the curriculum from the Early Years to Sixth Form (when field-studies can be an assessed element of the course). These trips also include residential trips, both in the UK and overseas. Many residential trips occur on an annual or regular basis, e.g. Chateau Warsy in Picardy (Year 6), East Africa (Senior School), Sports Tours to Barbados (Years 7 and 8) and Sri Lanka (Fifth and Sixth Form), and curriculum-based visits such as those to Berlin and Warsaw (History), Greece and Rome (Classics), and the Ypres battlefields in Belgium (Year 8 History).

The Combined Cadet Force has an extensive programme of adventure-training camps and residential courses, while the Duke of Edinburgh Award scheme involves expeditions at each of bronze, silver and gold levels.

Detailed documentation, including Risk Assessments of the sites visited and travel arrangements are incorporated in the planning to ensure that Safeguarding and Health and Safety provisions are given primacy.

Similarly, visitors to King's School providing workshops, such as the "Young Shakespeare Company" and speakers for Careers and Societies such as the Barton and Zetounes Societies are risked-assessed and vetted as part of our Child Protection Policy.

## **19. MUSIC AT KING'S SCHOOL**

The Cathedral Choir at Rochester has a fine tradition of choral singing and the musicality of the Cathedral Choristers impacts on the overall standard of music at King's Preparatory School. Children learn a variety of instruments: strings, woodwind, brass, percussion, classical and rock guitar, singing,

theory of music, as well as piano. In addition to a Director of Music, Mr Matthew Price, and Miss Estelle Roux, the Music Department has a large number of visiting instrumental teachers. Class music is taught as part of the main curriculum up to the Removes (Year 9), and it is available as a GCSE and A-Level option.

There are choirs, orchestra and string, woodwind and brass ensembles, as well as a Rock Band. Performing opportunities are possible in musicals and informal concerts, morning assemblies, Chapels and class music. In addition, there is a formal school concert every term. The school has an enviable record of Associated Board music examination successes and in recent years pupils have gained Music scholarships and entry to leading colleges and conservatoires. Moreover, pupils regularly win places on national music courses, and in the past a number of children have attended IAPS residential courses, and the Kent Music Summer School courses at Benenden School.

## **20. RELIGIOUS LIFE AT KING'S SCHOOL** (See the *Whole-School Policy on "SMSC and Fundamental British Values"*).

King's School is a Cathedral Foundation whose Patron is the Lord Bishop of Rochester. This means, in practice that the Principal and the King's Scholars are members of the Cathedral Foundation as a right, while the School's Chaplain, Father Stephen Padfield, is a member of the Cathedral Foundation as a Priest-Vicar. The Christian Faith is presented to our pupils through regular worship, religious teaching and in the conduct of our daily life.

Religious instruction is under the guidance of Father Stephen and visiting preachers. Weekly assemblies generally have a "religious" element, while regular services of worship for pupils in Years 4-8 and the Senior School are held in the in the Cathedral Church. A half-termly communion service is held and, pupils who so wish, may be prepared for Baptism and Confirmation. The School Confirmation service is held in the Cathedral. Voluntary Communion is held once a week in the Cathedral Crypt. Moreover, the School has a long tradition of support for local and national charities and such charitable giving is considered an important part of a child's education and development.

Whole-School services punctuate the year with St Andrew's Day and regular Whole-School Services are attended by children from all parts of the School highlights the significance of connectedness.

Within dedicated Religious Studies lessons, all pupils engage in comparative studies, examining the precepts of world faiths, including Buddhism, Hinduism, Islam, Judaism and Sikhism.

Classroom teaching is matched by a number of visits to sites of importance to faiths, e.g. the Swaminarayan Mandir in Neasden, the Cambridge Mosque, the Gravesend Gurdwara and St Paul's Cathedral. Recently pupils in Year 8 have had a visit from a Buddhist monk, Ani Pema Deki.

## **21. CO-CURRICULUM: OPPORTUNITIES OUTSIDE THE ACADEMIC TIMETABLE**

King's is justly proud of its rich Co-Curriculum. A wide range of age-related activities is available across the School and details are published in a termly directory, by Miss Catlett, who oversees the programme. Attendance at a selection of activities is considered an important part of a child's holistic development and pastoral staff will report to parents a failure of a child to participate in the life of the school in this way.

Regular activities which take place during the year include:

Choirs	Art Club	Gardening Club	Needlecraft Club
Orchestras	Ballet	General Knowledge	Netball Academy
Brass Ensemble	Bell-Ringing Club	Hockey Club	Pickleball
Rock Band	Chess Club	iMovie Club	Python Club
String Orchestra	Coding Club	Knitting Club	Rugby Club
Wind Band	Cricket Club	LAMDA	Running Club
	Dance Club	Lego Club	Swimming Club
	Digital Pioneers	Martial Arts Club	Weapons Training
	Drama Club	Mindfulness Club	Yoga Club
	Eco Council	Model UN	Zetountes Society

Clubs variously take place at lunch-time or after-school. Not all Clubs are available for every part of the school.

Clinics are also scheduled for many subjects to support learning.

## **22. EQUAL OPPORTUNITIES**

The school is committed to the principle of equal opportunity. Where pupils do not study the same subjects, it is because it would not be in their best educational interest to do so.

Occasionally, a pupil with special educational needs will not study a subject, but will instead receive additional teaching in other subjects, especially English. For example, a number of pupils do not study a foreign language, instead devoting this time to the core curriculum.

Wherever possible, all children's academic needs are met within the normal timetabled curriculum. However, a few children benefit from receiving extra individual tuition. This may mean that they miss some lessons in non-core subjects. Children with individual instrumental music lessons may also miss lessons on a rotational basis.

Some co-curricular activities, such as Ballet and LAMDA, are re-charged and only children of parents who are able and willing to sign-up can participate.

Similarly, in concert with the School's values and ethos and the Equality Act (2010), we recognize and respect the diversity of the King's community and wider society, promoting awareness and tolerance.

### **23. ADAPTIVE TEACHING**

In line with the recommendations of the Education Endowment Foundation's "Special Educational Needs in Mainstream Schools Guidance Report", at King's there is a reliance on high quality, inclusive teaching to reduce the need for extra support. The focus is on adaptive teaching - strategies that should already be in the repertoire of every mainstream teacher and which have been reinforced in recent INSETs on "Rosenshine's Principles of Instruction" and metacognition via the Thinking Matters programme.

Adaptive teaching involves the continuous assessment of the strengths and needs of all learners, including those with SEND, adapting the pedagogy accordingly, through, for example, providing different levels of support, using different resources or adjusting the pace of instruction.

The approach emphasises the need for teachers to personalise learning for their pupils while doing away with the idea that this requires entirely different learning activities to match each child's level of understanding, as is the case in certain iterations of differentiation. Instead, the focus is very much on accurately diagnosing pupils' needs and varying the support on offer in response - being prepared to dial this up for any child struggling with learning and dial it back for those who are excelling. In rare instances, this may involve a child working at material beyond their age.

Of course, adopting adaptive teaching as the main way of meeting a range of learning needs does not mean that no learner can ever be given a different task or learning objective from other learners and, notwithstanding this approach, there is a recognition that some pupils will require additional support from well-qualified, specialist staff in the form of structured small-group or one-to-one teaching.

This is reflected in King's tiered graduated approach with whole-class teaching representing the universal offer.



Adaptive teaching, properly understood, helps teachers address a range of learning needs without

lowering expectations. Indeed, high expectations are invested in every pupil and the teacher will “teach to the top”, but this ambition may be tempered by a pupil’s profile. Crucially, additional support offered through scaffolding is reduced over time so that all learners can become increasingly independent.

Diagnostic assessment is crucial to adaptive teaching; teachers can only provide appropriate support if they first accurately gauge their pupils’ understanding. Thinking about how, when and why assessment will be carried out over a lesson or sequence of learning is integral. The diagnostic assessment may include results from baseline tests such as Cambridge CEM tests, an assessment of prior learning and an appreciation of a child’s emotional and behavioural needs. It will not reflect merely cognitive scores.

The term “Adaptive Teaching” features heavily in the Department for Education’s Early Career Framework, and wider awareness of the concept is growing across the sector as a result. It relies on strong teacher-pupil relationships and a clear understanding of where pupils are with their learning and the differences they are bringing to the classroom.

Teachers should consider how they plan to “promote the independence and participation of all pupils through their teaching” and should pay close attention to how they model tasks and give instructions, taking care “not to overload pupils with too much information”.

The latter approach, meanwhile, takes shape in the classroom in response to what is happening there, requiring the bravery of a teacher to deviate from the plan and “*ad lib*”.

To make this work effectively requires quick, ongoing formative assessment and good communication. But the importance of such moments should be recognised, as the most successful learning sometimes happens as “the result of a dialogic encounter between teacher and pupil, in which misconceptions are identified”.

Adaptive teaching represents the standard expectation and best serves all pupils, not just those with a SEND profile. Indeed, the most able children will benefit from an adapted approach to their learning as we look to provide challenges appropriate to their needs.

#### **24. LEARNING SUPPORT** (Also see the *Whole-School (including EYFS) Policies for SEND and EAL*)

In keeping with Adaptive Teaching, wherever possible, all children’s academic needs are met within the normal timetabled curriculum. In-class support is both strategically and flexibly used to enable whole classes and specific cohorts of children to benefit from educational support. On occasions a child’s needs benefit from accessing extra specialist individual tuition. Parents may be recharged for this support, notably for EAL instruction. Support is reviewed regularly and progress monitored. The Head of Learning Support, Miss Eleanor Walters, will advise parents and make recommendations as necessary. The school works closely with the child and their parents to help overcome barriers to learning. Targets are set and regularly reviewed, thus ensuring that the support provided meet the

needs of the child

### **(a) Assessment and Screening**

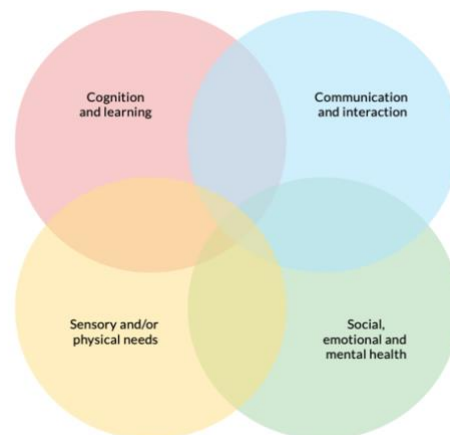
Pupils entering King’s School from other schools are assessed as part of the normal routines. Progress is carefully monitored and if further investigation of needs seems appropriate, educational support will administer further assessment, screening and observation to determine suitable provision and programmes of learning. The name of any child giving cause for concern will be raised with the Head of Learning Support or the Directors of Teaching and Learning by subject teachers. Normally this would take place at the twice-termly Assessment (Pupil Performance) Meetings, although individual problems will also be discussed on a formal and informal basis with both parties, who meet on a regular basis. Should the screening and assessment processes indicate the need for a full Educational Psychologist report or other intervention from external agencies, for example medical diagnosis, Miss Walters will make recommendations to parents. Access arrangements, including additional time, rest breaks and the use of a computer, may be granted in end-of-term examinations, at the School’s discretion, provided that this reflects normal classroom practice and there is a confirmed and measurable need.

### **(b) Programmes of Support**

King’s Rochester Educational Support Department is proactive and works closely with pupils, parents and teachers to enable learning. The educational support team consists of three full-time qualified specialist teachers and a part-time EAL tutor, plus a part-time administrator. Additional staff may be employed sessionally.

Within the “SEND Code of Practice” (2015) the School recognises both Special Educational Needs and Disability and within these, four broad areas of need:

1. Communication and interaction, which includes autism spectrum conditions, as well as, for example, expressive or receptive language difficulties;
2. Cognition and learning, which includes specific learning difficulties such as dyslexia;
3. Social, emotional and mental health difficulties, which includes attention deficit hyperactivity disorder;
4. Sensory and/or physical needs, which includes physical disabilities, visual and hearing impairments.



In addition, teachers of English and Mathematics are allocated classroom time to support pupils individually or as a small group within a lesson.

Programmes vary and evolve depending on the needs of the child. Programmes of support are adjusted to suit the individual; daily, weekly or termly programmes are put in place and evaluated to investigate pupil progress. Educational Support tries to accommodate lessons within the school day from a literacy or numeracy specialist or from a specialist SEND teacher. Where appropriate, pupils may follow a restricted curriculum, receiving small-group teaching, usually in place of a MFL, while nominated children may receive a targeted intervention for a fixed term on a rolling timetable. These

focussed interventions will include intensive “catch-up” reading programmes, as well as interventions addressing writing weaknesses, dyscalculia, dyspraxia and Phonics, as well as a Circle Time out of Congregational Practice, addressing social and communication issues. Support lessons take place in Chadlington House and Rookwood.

Assistive technologies, multisensory programmes and programmes offering tuition in specific areas of need, for example, vocabulary, comprehension, number skills and phonics, are widely employed. Moreover, the Google Classroom platform allows pupils to access their classwork organised by topic which reduces the demands of filing and organising their work and facilitates access to visual, audio and multimedia teaching aids. Reading tools like Kami Read Aloud are occasionally deployed, and going forward, the use of assistive technology as dictation tools to empower SEND pupils is being encouraged.

### **(c) English as an Additional Language**

A small number of pupils with English as an Additional Language may be admitted to King’s School. These pupils would normally receive additional support, both within the classroom or from a specialist tutor on an individual or small-group basis.

### **(d) Staff development**

All staff are given regular training on working with SEND and disabilities by the Head of Learning Support, who sits on the Teaching and Learning Strategy Group. Adaptive Teaching was the focus of a whole-school INSET in 2024-2025, while an improved understanding of the importance of Executive Function has led to some standardisation of classroom practice.

Teachers are encouraged to adapt their strategies in the classroom, enabling and supporting pupils’ learning difficulties as well as stretching and accelerating the needs of gifted and talented pupils. Staff are informed of pupil needs via detailed individual notes located on iSAMS and are informed of any changes to a child’s educational provision.

## **25. MORE ABLE PUPILS**

King’s School has scholarship programmes for those gifted in academic endeavours (King’s Scholars), art, drama, music and sport. All offer additional stretch classes and opportunities for those pupils to gain further experience, knowledge and expertise in their field. King’s Schools recognises these pupils as individuals, with their own strengths and areas for development and, in some cases, these students have other special educational needs (“multiple exceptionality”).

### **(a) Academic Scholarships**

In the Senior School King’s Scholars, both those in receipt of major and minor academic scholarships, are automatically enrolled as members of the Zetountes Society (from the Greek, meaning “a seeker after knowledge”), which provides a bespoke programme that challenges our scholars to think beyond the boundaries of their subjects and develop their intellectual curiosity.

The aim of the programme is to encourage students to question and reflect, broadening their academic

horizons in order to establish links across subjects, space and time. The programme has not been designed to replace our curriculum, which routinely provides “stretch and challenge” for the most able, but rather it looks to offer further enrichment through opportunities that will be provided outside of the classroom. It will foster crucial skills, for those aspiring to the most competitive universities, including Oxbridge and Russell Group, while equipping students to be leaders and innovators in tomorrow’s society. The group meets weekly in lunch-hours to discuss modern thinkers such as Yuval Noah Harari, Dan Pink, Simon Sinek and Matthew Syed, while there is a programme of lectures by external speakers, covering an eclectic range of topics, from the realising of Disney’s “blue sky” thinking to human rights legislation. Participation in national competitions, especially essay competitions, further encourages intellectual development.

Academic awards are made on the basis of specific Scholarship Examinations taken in Years 6 and 8 or by exceptional performance in GCSE examinations, with the criteria outlined in the Scholarships Booklet.

King’s School’s curriculum is designed to allow each child to achieve his or her best and the “more able” are identified from the early years and provision is made.

**(b) “More Able” Identification**

Pupil and parent feedback may identify “more able” pupils, but it is more likely that identification is made by teachers through classroom performance and the use of assessment, including baseline assessments.

**(c) The Use of Tests**

High marks in routine assessment tests, for example, can indicate that a particular pupil is academically gifted, but a low mark would not necessarily imply that a pupil was not in this category as pupils can under perform in tests, particularly those who are under-achieving and disaffected.

Similarly, information from tests administered by the Centre for Evaluation and Monitoring (CEM) at the University of Cambridge identify pupils with particular academic ability.

Whilst testing does have a role to play in the identification of “more able” pupils it should usually only ever be one element in a wider identification process.

**(d) Teacher identification**

Teachers have an important part to play in the identification of “more able” pupils, because a pastoral tutor or subject teacher is usually particularly well placed to identify those pupils who are more able in relation to their peer-group.

Teachers often have a shrewd idea about the relative strengths and abilities of many of their pupils, but research has shown that “quieter” pupils, or those who do not so readily manifest their abilities, are sometimes less likely to be identified as “gifted and talented”.

Colleagues are encouraged to identify more able pupils at half-termly Assessment Meetings alongside pupils who receive support for identified weaknesses.

### **(e) Curriculum Provision**

“More able” pupils have a range of needs, some of which are curriculum-orientated and some of which are “personal and social”. The school is mindful of the importance of differentiating between these distinct needs when devising appropriate provision for “more able” pupils, as any programme which meets one set of needs at the expense of the other will probably not be conducive to the pupil's overall holistic development. It is neither appropriate nor desirable that programmes for the “more able” should develop them in minor aspects at the expense of ensuring their full human development.

There are four main types of curriculum provision for pupils:

- Enrichment
  - Extension
  - Deepening
  - Acceleration
- 
- **Enrichment** is used as a distinct teaching and learning strategy when there is planned intervention on behalf of a pupil or pupils, in order to broaden their knowledge and understanding beyond the usual parameters of a subject or topic.
  - Enrichment will usually occur through the use of additional resources and learning opportunities. It may consist of classroom exercises or be a more opened-ended project type piece of work. On occasions separate enrichment resources are used in order to enrich each lesson for “more able” pupils, whilst in other instances teachers allow “more able” pupils to pull slightly ahead in the curriculum and then spend more extended pieces of time such as a lesson or two working with the enrichment materials.
  - **Extension** is used for “more able” pupils when they are encouraged to use higher order thinking skills, work practices and response skills than might normally be expected from pupils of their age. Alternative approaches will see more able pupils challenged through the use of greater degrees of independent and self-directed learning, where the pupil is encouraged to take increased ownership.
  - **Deepening** means working within the existing curriculum but thinking about it in a different way. Research suggests that “more able” pupils especially benefit from working at the higher levels of analysis, synthesis and evaluation, including consideration of more abstract concepts and problem-solving, rather than knowledge, skills and comprehension, which are the focus of most classroom activities. Reflection on work, evaluating what has been achieved, is encouraged in plenaries, and the use of “Thinking Frames” is encouraged in this respect.
  - **Acceleration** is used as a distinct teaching and learning strategy when a pupil does the same work as everyone else, but in less time, or is moved to work with older pupils, or when the work of older pupils is taken and used in a class of younger pupils.

Pupils likely to be applying to Cambridge or Oxford Universities are identified and stretched as early as possible. Furthermore, in the period immediately prior to their applications, they are supported

with intensive practice in thinking skills assessments and supplementary practice for medical students who need to take BMAT examinations and similar.

Setting in all subjects in Years 7, 8 and the Removes (Year 9) and in Mathematics up to the Sixth Form provides the opportunity for extension and pace for the most able. Subscription to magazines like “New Scientist” and participation in Olympiads support pupil-development. Many of our brightest pupils participate in inter-school General Knowledge competitions, where the school has enjoyed county and national success.

Aside from differentiated learning tasks, the large number of Senior School-based subject specialists familiar with the demands of KS3 and 4 who teach in the Junior School allows pupils to be stretched and, in many cases, GCSE skills and knowledge are built into the curriculum at an early age.

A Mathematics intervention group to extend pupils greater depth skills is planned for weekly, and the most able mathematicians participate in the Kent Maths Challenge and the UKMT Challenge. Pupils with flair are encouraged to enter internal and external competitions, e.g. the Jones Prize for an Historical Essay and the Townsend Warner History Prize. In this way, the school seeks to extend its most able pupils and raise their expectations. Occasional talks are organised for the most able.

The Director of Teaching and Learning oversees provision for the academically “more able” and, in concert with Heads of Department, he monitors the progress of “more able” pupils using assessment data, ensuring appropriate intervention, where there are concerns. Liaison with pastoral tutors will be given precedence to ensure that pupil welfare is prioritised.

Within the Teaching and Learning Strategy Group, consideration will be given to the provision for the “more able” via Subject Reviews and the training needs of teachers.

Heads of Department will take the lead in identifying exceptional students in their department and creating and implementing departmental guidelines for the “more able”. They will monitor the provision within their subject and promote competitions to encourage the development of pupils with particular abilities.

#### **(f) Art, Drama, Music and Sport Scholarships**

Music Scholarships, including Choral Scholarships for the Choristers of Rochester Cathedral Church, recognises particular flair in this area, while the awarding of Art, Drama and Sports Scholarships acknowledges individual achievements.

Music and Drama Scholars receive expert instruction and regular concerts are arranged to showcase their talents. They are encouraged to attend local and London performances, while entry for grade examinations is supported and encouraged. A significant number of pupils graduate to conservatoires and esteemed colleges, including London’s Royal College of Music, Leeds and Birmingham Conservatoires.

Drama Scholars would be expected to take senior roles in school productions, while Music Scholars (including Choristers) are mentored one-to-one by Music Department staff and they receive theory

and instrumental lessons. They take a prominent role in cathedral worship, concerts, as well as playing in assemblies. Moreover, they are encouraged to participate in local and national competitions and audition for leading youth orchestras, both of which have yielded considerable recent success.

Musical provision is made for non-classical musicians through Open Mic Nights and access to music technology.

Sports Scholars are identified through a rigorous assessment, considering their physical attributes, performance, coachability and psychological traits. They are expected to take a leading role in sports teams and they will be committed to self-improvement and inducted in a programme designed to develop our athletes in four main areas: athletic development, mental toughness, tactical understanding and technical ability. They attend Strength and Conditioning sessions with individual programmes specific to their selected sport and individual needs, while their performance is monitored and workload balanced.

### **(g) Pupil Responsibilities**

“More able” pupils in receipt of awards have a responsibility to fulfil the expectations of the award, taking advantage of the opportunities available to them by attending extra sessions organised before or after-school. They must set an example to their peers in terms of performance, modelling exemplary behaviour and attitude, and they are expected to take on leadership roles in their area of excellence, while catching up on any teaching that has been missed due to additional opportunities. The progress of Scholars will be monitored and they must act on feedback given to them by staff to ensure maximum progress. Ultimately, awards can be revoked if performance consistently falls below expectations.

## **26. GUIDELINES ON THE PRESENTATION OF WORK**

The neat presentation of work is encouraged, both to create a good impression and help the reader, and to aid revision for examinations. The following guidance is offered:

- All work should be dated, using an appropriate form, e.g. Wednesday 17<sup>th</sup> September 2025 or 17.09.25.
- All written work should be in pencil or an appropriate handwriting pen, depending on the age of the pupil. Biro should not be used.
- All new work should have a title or learning objective.
- A line is encouraged to be left between the title and the start of the work.
- Titles should be underlined in pencil and the keywords should begin with capital letters.
- If a mistake is made or a child wishes to erase a section of text, a single straight line should be drawn through the text with a ruler. Use of erasers should be limited.
- Pupils should ensure that all written work has a margin.
- Diagrams, graphs, maps, tables of statistics, time-charts, etc. require a relevant title.
- All keywords in the text should be underlined in order to aid revision.
- All sheets and printouts should be trimmed and glued in.
- Neat presentation should always be encouraged.
- Stickers, smiley faces, etc. may be used where appropriate at the end of a piece of work.

## 27. PREP. (HOME-WORK)

The school continues to believe that preps. (home-work) have an important function:

- to train pupils to study on their own;
- to consolidate work done in class;
- to prepare for topics/lessons as part of “flipped learning”;
- to facilitate individual enquiry and research.

Preps. should not be set for their own sake, nor as a time-filling exercise, but as integral parts of the programmes of study.

On occasions the prep. will be a learning or reading homework, but these should be accorded equal importance with written assignments. Pupils must be taught good learning skills appropriate to the task set (e.g. vocabulary learning). Learning preps. should involve reading and writing. Ideally reading preps. should involve a written summary or similar so as to be active and involve measurable achievement.

On those rare occasions when no formal work is set, pupils are expected to spend their prep. allocation revising or reading on the appropriate subject.

Preps. are introduced by stages, starting in the Nursery and the volume increases as a child moves through the School.

In the Nursery children are encouraged to share books and as soon as they are able in the Reception they are encouraged to read with their parents at home. In Year 1 Reading is augmented by weekly Spellings and a small amount of English and Maths is provided on a Friday. This regime is sustained in Year 2, while in Year 3 Mental Maths and Topic work is introduced on the following schedule:

	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Monday</b>	Reading - sharing books	Reading*	Reading	Reading	Reading Maths
<b>Tuesday</b>	Reading - sharing books	Reading*	Reading	Reading	Reading
<b>Wednesday</b>	Reading - sharing books	Reading*	Reading	Reading Spellings	Reading Spellings
<b>Thursday</b>	Reading - sharing books	Reading*	Reading Spellings	Reading	Reading Mental Maths
<b>Friday</b>	Reading - sharing books	Reading*	Reading English/Maths	Reading English/Maths	Reading English/Topic

\*children start reading as soon as they are ready.

In Year 4 pupils receive a 30-minute prep. each evening in one of the core subjects, English, Mathematics or Science, in addition to 15 minutes of Reading twice a week.

Year 5 pupils receive one prep. of 30 minutes' duration on each of Monday, Tuesday, Thursday and Friday, while each child is expected to devote a minimum of 15 minutes to reading each evening. In addition, pupils in Year 5 will have a weekly Challenge Prep. of 30 minutes duration. This is a cross-curricular "project" on a specified theme, which the child presents to his peers at the end of a ten-week period. It is designed to offer a creative opportunity and promote a child's research and presentational skills. Pupils are encouraged to use a variety of media in the presentation of their work.

In Year 6 we recommend that pupils spend a minimum of 30 minutes each evening on the designated Prep. (with a second prep. on one other evening), alongside daily reading/completion of the Reading Log for 15 minutes.

In Years 7 and 8 pupils will have a minimum of two 30-minute preps. each evening (although not on a Wednesday in Year 7) plus daily reading and the completion of Reading Logs.

For pupils in the Removes and Fifth Forms the expectation is for pupils to complete at least two 40-minute preps. on each evening.

Sixth Formers are expected to be responsible for planning their own work-schedules and to meet deadlines. As a guide they should spend in individual study one hour a day per subject in addition to timetabled lessons or supervised study periods.

Special provision has been made for members of the cathedral choirs on those evenings when they are singing evensong.

At the start of the Michaelmas Term every pupil in Years 4 - Upper Fifth will be provided with a Prep. Timetable indicating the weekly schedule of preps.

From Year 4 all preps. are posted electronically via Google Classroom, which will provide scope for online feedback.

Google Classroom integrates docs, sheets, slides, gmail, and calendars into a cohesive platform to manage pupil and teacher communication. Pupils will be invited to join a class through a private code, or automatically imported from a school domain. Teachers create, distribute and mark assignments within the Google ecosystem. Each class creates a separate folder in the respective user's Drive, where the pupil can submit work to be graded by a teacher. Assignments and due dates are added to Google Calendar, each assignment can belong to a category (or topic). Teachers can monitor the progress for each pupil by reviewing revision history of a document, and after being graded, teachers can return work along with comments, although in some subjects assignments are submitted via exercise-books or paper.

Parents of younger children are asked to give help with where necessary (except in practice examination papers), but they should make a note if such help is extensive. Similarly, parents should make their child repeat a prep., if they feel that it has been done carelessly, hurriedly or messily. It is important that the child understands that both parents and staff insist upon high standards.

If a parent is seriously worried that the prep. was too long, too short, too easy, too difficult, or if the child did not understand it, we would ask that a comment is made to that effect either in the Contact Book (Reception - Year 3) or by email. A list of staff e-mails is available so that you may contact teachers directly in order to discuss complex or confidential issues. However, on some occasions it may be better to arrange an appointment to discuss a matter of concern in person.

### **Year 5 Challenge Prep.**

In Year 5 one prep. (40 minutes) per week will be dedicated to a Challenge Prep. This home-work will afford pupils the opportunity to undertake an independent study on a cross-curricular theme. It is designed to extend their creativity and develop their ability to research and present a topic independently. Children are encouraged to use a variety of media, including, but not exclusively, digital technology, while the presentation must be made to the child's peers within a timetabled lesson in the last part of the term.

Each term the Challenge Prep. will have a different focus. It will replace the occasional preps. previously set for French, Geography, German, History and Religious Studies and the teachers involved in the delivery of these subjects will have responsibility for mentoring eight or nine pupils throughout the term and, ultimately, providing feedback for the completed assignment. In practice this means checking that the prep. is undertaken and offering guidance on the research and completion of the presentation, which should last no longer than 10 minutes.

## **28. FEEDBACK**

King's School considers that feedback is central to effective teaching. The most useful feedback gives pupils information on what they have achieved and how they might improve. Written feedback supplements the teacher's spoken comments and, where appropriate, the information should relate to the learning objectives for the piece of work. It will help staff to gauge what pupils have attained and the information gained from this - and other approaches - will guide future learning, identifying "next steps". Feedback has the capacity to motivate pupils and engage them in their learning, as well as helping staff to build up information for summative assessments for use in reports and references.

In order to sustain the relevance of the feedback, it is important that every effort is made to return work as soon as possible and that each pupil's work is marked regularly, at the least fortnightly.

These principles frame the School's feedback policy, although it is clearly important that the approach is appropriate to the age of pupils under discussion and, accordingly, guidance is appropriately nuanced.

### **1. Aims for effective feedback**

When giving feedback, these principles should be remembered:

- Feedback should be positive and constructive, but it should not ignore areas of difficulty or lack of effort.

- It should be selective being appropriate to the individual. Comments spoken to the pupil and written on work should be positive and in age-appropriate language. (See attached Feedback Codes).
- Success-criteria should be established before posting the task. This will be displayed differently according to the age and stage of the children (verbal or written). It should refer to the learning objective.
- Feedback can focus on a specific area, i.e. linked to lesson objectives, which should be made explicit to pupils before the work is started. Feedback should be undertaken as soon after the work is completed as is practical and, where possible, the pupil should be involved.
- Feedback can be given within a lesson. Verbal feedback is a legitimate form of feedback and this may be indicated by a “stamped” comment on the pupil’s work after the conversation.
- An opportunity should be given for pupils to look through work at the start of lessons in order that they can reflect on a teacher’s comments and, where appropriate, improve their work. This may be signalled by DIRT (Dedicated Improvement and Reflection Time) and may be shown in planning. Additional comments or verbal praise may be given when appropriate.
- Pupils should be confident to edit their work neatly, restart and/or self-correct following guidance.
- Extensive and detailed feedback outside the classroom without the child present should be kept to a minimum.
- Only selected work should be returned to pupils for correction e.g. when editing is required for wall display work, or the editing is a requirement of the curriculum lesson.
- In Mathematics, answers may be marked with a tick or a dot. However, acknowledgement should be made for correct problem-solving skills, even if the answer is wrong. Wrong answers should not be erased, but a second attempt should be written alongside, in a box which is provided.
- Pupils, parents and staff should be aware of the purpose behind feedback.

For the feedback policy to be effective the teacher must have:

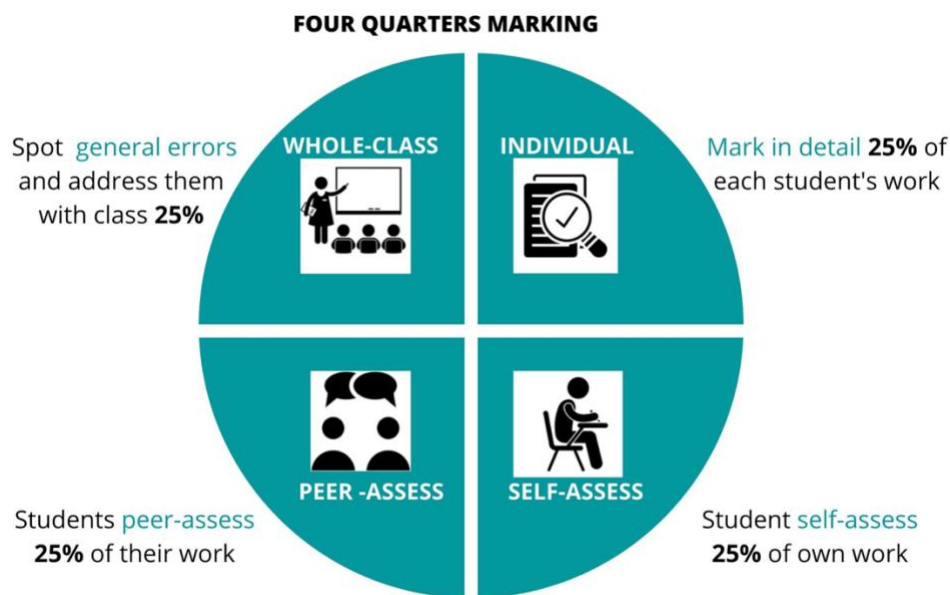
- The trust and respect of the pupil they teach.
- An understanding of each child’s needs, personality and capability.
- Sensitivity in their comments.

## **2. Extent and Form of feedback**

- Work should be acknowledged, but the depth of marking may vary, e.g. with close marking reserved for assessments.
- The extent and form of feedback will depend on a variety of factors, e.g. the planned objectives for the work, the level of oral feedback that has taken place between teacher and pupil, the process the pupil has worked through up until completing the work.
- Any colour can be used to offer feedback with pupils encouraged to add their corrections and responses in purple.
- Commonly staff will identify “www” (what went well) and “ebi” (even better if).
- Pupils may sometimes take part in “child collaboration” (both self and peer review) to help evaluate their own work and each other’s and deepen understanding. This will be made clear

through the use of the marking codes or in planning.

- Whole-Class feedback will be employed occasionally.
- Similarly, the “two ticks” system may be employed, encouraging pupils to reflect on why a teacher has “double ticked” an aspect of their work.
- Feedback should follow departmental policy and this is explained to pupils at the start of the year, e.g. some subjects only give formative comments and no grades or withhold grades until feedback has been responded to.



Exceptional work should be flagged to Class Teachers, Form or House Tutors, Heads of House and HoDs, likewise work that is of an unacceptable standard.

The Head of Department and Senior leaders will monitor feedback through audits.

Symbols should be used economically, so as not to smother or deface work. For the agreed coding system for feeding back children's work please see the attached feedback code.

Analysis of children's work over a set period of time will enable teachers to plan lessons and support which contain sufficient challenge to inspire and stretch the brighter pupil, yet still support and encourage the child who does not find learning easy.

Before the beginning of each academic year, all teachers will be provided with a data-tracking grid indicating the levels achieved by the pupils who are to be in the teacher's year group that year, from the end-of-term tests carried out in the previous May-June. It will also highlight those children who have made more/ less than expected progress. These scores are designed to help staff to adapt work and group children according to ability at the start of the year. Trends and patterns across the year-group are also identified and will help inform planning for the next academic year.

In Year 3, children are tested on mental maths on a weekly basis, and grouped for Maths lessons across the year-group, according to assessments made at the beginning of the year. Once again, these

groups are fluid.

Every week, each child is heard to read as often as possible by the teacher or an assistant. Regular assessments therefore take place of each child's reading ability, and notes are made in the Contact Book whenever the child is heard reading in school. Books are given to children to read in school and to share at home. A range of genre are available within each colour band within each class. The reading level for the child is considered when deciding the correct colour band for the child to read books from. Children will move through the levels at different paces according to ability and interests.

In Year 2 accelerated reader is introduced (this is also used in Years 4 – 6 in the Preparatory School). Accelerated reader helps the teachers track the children's independent practice and progress with reading. It helps and encourages children to read a range of books. After a book has been finished the children take a short online quiz on what they have read.

In writing, pieces of children's independent writing should be assessed and moderated "in house". Copies of this work is collected in a black file and then passed up to the next teacher each year.

Each September, children whose performance has dipped or remained static, or lies well below age-related expectations, during the previous academic year, will be highlighted to their new class teacher by the SENCO or the Whole-School Director of Teaching and Learning so that a renewed push towards improvement is adopted by all. High achievers in the assessments will also be identified. Teachers are asked to discuss all pupils who are moving to a new teacher for the next academic year, with the new teacher, before the summer holidays, so that any vital information about the work attitude and performance of individuals is passed on verbally.

Test scores are not withheld from parents who wish to know how their child has performed.

Teachers should feel free to discuss each pupil's school assessments with parents at Parents' Evenings, and in the case of a child's under-performance, suggest ways in which the child's performance in tests could be improved in the future. (Whilst an individual pupil's results can be discussed openly with his/her parents and compared to the average results in the rest of the class, staff should not discuss the behaviour or performance of any other individual in the class.)

### **Reporting**

A thorough report is written by the teachers of each individual at the end of the year. A detailed analysis of the child's performance, achievements and areas for development in all areas of the curriculum is written and shared with parents.

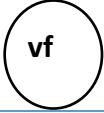

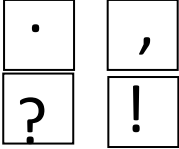


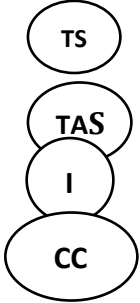




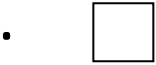
Parents of pupils in all year groups also receive a termly report written by their child's class teacher at Parents' Evenings, which details their child's achievements to date in English, Maths, PSHEE including R(S)HE and areas for further development.



Each teacher completes the relevant section of the end-of-year report for the children they teach before being emailed to families at the end of the Midsummer Term.

### **Feedback Codes**

The following Feedback Codes, identify the notations commonly used in the marking of a child's exercise-book:

**EYFS - Year 3**

	<p>Verbal feedback</p>
	<p>Spelling error * Professional judgement as to which words the children should be able to spell.</p>
	<p>To indicate missing punctuation</p>
	<p>To indicate a missing word</p>
	<p>To show where a new paragraph should begin</p>
	<p>Teacher supported work          Teaching Assistant supported work          Independent work          Child collaboration</p>
	<p>Working towards the LO</p>
	<p>Working at the expected level</p>
	<p>Working at greater depth</p>
	<p>Next step challenge</p>
	<p>To indicate a wrong answer in maths (dot followed by a box)</p>

	To indicate when a resource has been used to support
	To remind the child about something they need to think about for next time.

Year 4 - 8

**Incorrect** - look again

**?** - I don't understand - it doesn't make sense

**L** – labelling needs attention

**P** - punctuation (“” ! ? . , ‘ etc may be inserted)

he was.//**NP** - new paragraph or new line e.g. for speech

**environment**

**Sp. enviroment** – spelling correction (to be copied out three times)

**T** - You need to talk to your teacher

becaus\_ - single error/mistake

**UC** billy - capital letter mistake (upper case)

**U** An essay on the Battle of Hastings – underline date or title

**the**

in ^ car - you have left something out

## 29. ASSESSMENT AND REPORTING POLICY

Grade Assessments provide a continuous picture of a pupils' progress throughout their time at King's School. Alongside teacher assessment, they are used to develop pupils' academic profiles, monitor academic concerns and identify areas for support and extension. Class Teachers, Form or House Tutors discuss the half-termly grade assessments with pupils in their pastoral group and pupils reflect on what has gone well each half-term as well as identifying future targets. The Grade Assessments also provide the Senior Leaders and Subject Teachers with information about pupils for discussion and support and identify pupils for commendation each half-term.

Each pupil's progress is carefully monitored and the information is conveyed to parents by means

regular Parents’ Evenings, Assessments and Reports. In this way parents are kept well-informed and are better able to play their part in the educational process.

Parents’ Evenings, both virtual or in-person, allow teaching staff to talk directly with parents/guardians about attainment and attitude. They enable concerns, anxieties and aspirations on both sides to be aired, although staff are always willing to see parents for informal discussion by appointment.

In the majority of subjects, each pupil's work is assessed by the teaching staff half-termly, except in the Midsummer Term, while Subject Teachers will also provide written comments in Reports.

The schedule in the appendix outlines the assessment process for this academic year:

At the beginning of each year, pupils will sit standardised tests provided by the Cambridge Centre for Evaluation and Monitoring (CEM).

<b>Year</b>	<b>CEM Test</b>
Nursery	CEM Aspects
Reception	CEM Base
Year 1 – 6	Cambridge Primary
Year 7	MidYIS
Remove	MidYIS
Lower Fifth5	Yellis
Lower Sixth	Alis

From Year 1, these tests are adaptive and they are sat online. The data is important for “tracking” a child’s progress and the information about pupils’ learning potential will be shared with parents. This will inform future discussions about progress and will give parents a baseline against which to track their child’s attainment and approach.

Grade Assessments and Reports are entered onto iSAMs for access by parents via the Parental Portal. It is vital that the grades/written comments are entered on the system by Subject Teachers by the date specified so that Class Teachers, Form or House Tutors Staff can interrogate the data ready for the assessment meeting.

The following grade assessment criteria are used from September 2025:

<b>Current Attainment (Years 3 - Remove)</b>	<b>Attitude to Learning (Years 4 to U6)</b>
Excelling	Outstanding
Exceeding	Motivated
Meeting	Engaged
Approaching	Passive
Beginning	Reluctant

The following descriptors offer more nuance on the above terminology:

<b>ATTAINMENT</b>	
<b>DESCRIPTOR</b>	<b>CRITERIA</b>
<b>Excelling</b>	Pupil is excelling in this subject and consistently working at a level that far exceeds age-related expectations. Greater depth of knowledge is evident and skills associated with the subject are applied analytically. Work regularly shows insight, flair and creativity and pupil is able to recall and apply knowledge with ease. They are always thoroughly prepared for assessments.
<b>Exceeding</b>	Pupil is consistently working at a level that exceeds age-related expectations in this subject. Extension and challenge tasks are completed regularly and a high level of skills and knowledge are evident in their work. Pupil has very good recall and is able to apply knowledge. They are well-prepared for assessments.
<b>Meeting</b>	Pupil is meeting age-related expectations by showing a sound and consistent understanding of the knowledge and skills required in the subject. Pupil shows sound recall of prior learning and is usually adequately prepared for assessments.
<b>Approaching Beginning</b>	Pupil is approaching the expected age-related level and shows some understanding of the knowledge and skills required in the subject but is not yet applying these consistently. Recall of information is limited and pupil is not well-prepared for assessments. Pupil is beginning to understand the knowledge and skills required within the subject but is currently working significantly below age-related expectations. As a result, pupil struggles to recall knowledge in lessons and is unprepared for assessments.

ATTITUDE TO LEARNING	
DESCRIPTOR	CRITERIA
<b>Outstanding</b>	<b>Goes above and beyond</b> - Always arrives fully prepared to learn, never needs reminding of expectations, is quick to be on task, often helping others to do the same. Displays a love of learning and shows a high level of enthusiasm and dedication, relishing challenge and taking risks. Questions in class are pertinent and move the learning forward. Listens and responds to instructions very well, willingly seeking feedback to further their learning. Proactively engages with all home learning, producing high quality work. Voluntarily completes extension tasks and additional research.
<b>Motivated</b>	<b>Takes Responsibility</b> - Regularly arrives prepared to learn. Rarely needs reminding of expectations and regularly makes a prompt start. Enjoys learning, taking an active role in lessons, volunteering answers, sharing thoughts and ideas and asking relevant questions. Displays perseverance when work is challenging. Listens and responds to instructions well, using feedback positively as an opportunity to learn and develop their understanding. Completes all home learning, meeting most deadlines and producing work to the expected standard or above.
<b>Engaged</b>	<b>Responds positively</b> - Usually arrives prepared to learn. Sometimes needs reminding of expectations but usually settles down and makes a prompt start. Shows awareness of classroom expectations and usually adheres to them. Is engaged in learning and often gets involved in class discussions, though sometimes needs reminding or prompting. Works at the expected level but does not always push themselves outside their comfort zone. Shows engagement with feedback. Completes most home learning, usually meeting deadlines and producing work that is around the expected standard.
<b>Passive</b>	<b>Could do more</b> - Does not arrive prepared to learn, is too often engaged with others instead of settling down to learn. Needs constant reminders about classroom expectations. Learning is passive. Will occasionally ask questions or offer answers in lessons but will tend to give up if the work is difficult and requires more effort. Does not listen well, nor respond to instructions straight away and frequently makes a limited response to feedback. Is sometimes without appropriate equipment. Has a tendency to stray off-task but does respond to teacher intervention. Engagement with home learning is inconsistent. Work is not always completed on time and is too often rushed and below the expected standard.

<b>Reluctant</b>	<b>Intervention needed</b> - Consistently fails to arrive ready to learn, regularly causing disruption to the start of a lesson. Pays little notice to reminders about classroom expectations. Has a poor attitude to learning, demonstrating a complete lack of effort. Will not engage with the task and does not seek help. Avoids challenge and limits progress as a direct consequence. Rarely listens or responds to instructions and responds to feedback in a negative manner. Is often without appropriate equipment. Often displays disruptive behaviour that impacts on learning. Does not appreciate the learning value of homework and work that is completed is well below the expected standard.
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<b>REPORTS – GUIDANCE FOR STAFF</b>	
<b>JUNIOR</b>	<b>SENIOR</b>
No summary of content covered should be included in the report - parents have access to this information in the documents sent at the start of the year.	
Written comment should refer to pupil’s performance and progress across the report period.	
Written comment must be a <b>MINIMUM OF FIVE SENTENCES</b> for every subject and for tutor reports.	
Please remember that the word “prep.” in reference to homework should be followed by a full-stop. Look out for auto-corrected capital letters after this.	
Use “pupils” not “students”.	
Audience for the reports is the parents - please refer to pupils by name rather than writing to the pupils themselves using “you”.	
Please use the pupil’s full name when you write it for the first time in the report and then use their preferred name thereafter.	
Use “he” or “she” pronouns that match the pupil’s gender in iSAMS unless the school has officially been informed of a change of pronoun by the pupil and their parents.	
References to most recent assessment results (if taken in your subject) must be included as part of the written text.	Comment about end-of-year examination (if taken) and the examination grade itself, must be included in the written text.
All subjects should offer specific targets that are areas for continued improvement next year - in instances where a subject will no longer be taken next year, more general targets should be included.	

All teachers are strongly advised to write their reports in Google Doc/Word first and then copy and paste into iSAMS - font is not important as this will change to the default font when pasted in.

Please remember that the style needs to be individualised, even if AI has been used to create the first draft. TeachMate.AI is recommended rather than comment banks as this makes each report personal.

When using ChatGPT please remember that you are not allowed to include more than a child's first name when asking it to write a comment (GDPR says we cannot use two or more personal data pieces, e.g. name and surname, or name and class name, without consent from the child). This does not apply to CoPilot or Gemini (if logged into either with a school email account).

**Subject and Pastoral Reports - style:**

- Single space after a full-stop.
- Capital letters for subject names, e.g. English, Mathematics, Science.
- Write in full sentences and in paragraphs (for longer reports, e.g. core subjects)
- Keep writing style as formal as possible and avoid abbreviations/shortened words.
- Capital “Y” for “Year”, e.g. “Year 5”.
- “Examination” NOT “Exam” (Senior School).
- “Assessment” not “Examination/Exam” (Junior School).
- Proof-reading - all one word.
- Capital letters for “Midsummer Term” and “Midsummer Assessments”.
- Use the spell-check and/or check all spellings carefully.

All Subject Teachers are expected to proof-read and spell-check their own reports carefully before submitting them to Class Teachers/Form/House Tutors for further proof-reading.

- It is acceptable for Class Teachers/Form/House Tutors to correct basic spelling and punctuation errors on other teachers’ reports if they are happy to do so, but significant grammatical or other errors should be referred back to the Subject Teacher for correction.
- If corrections are identified/requested, please complete these as soon as possible and inform the teacher or tutor once they are completed.
- Teachers/Tutors should write comments highlighting strengths and areas for development of the tutees, as indicated on the reporting schedule above.

Where comments are recorded, these normally amount to three sentences (approximately 250 characters), offering remarks on what has been achieved, the target and what needs to be done to achieve the Challenge Grade. Thus target-setting is integral to the process. Advice should be both explicit and specific.

For all pupils, reports are aimed at parents, e.g.

Subject/Set	Attainment	Attitude to Learning
History Mr Smith	Meeting	Engaged
<b>Comment:</b> Nigel has recorded promising results on his work on the Crusades, showing good factual knowledge. He has tackled preps. conscientiously and demonstrated considerable interest in his studies. However,		

he has struggled to offer adequate support in source-based evaluations. He must quote directly from the text when tackling inference questions. He should also use the Point/Evidence/Explain model (PEE) to ensure that his extended writing is adequately developed.

Class Teachers, Form Tutors and House Tutors have a significant role in tracking pupil progress against background data, assessing pupil performance, instituting interventions and liaising with Subject Teachers, Miss Eleanor Walter (the Learning Support Coordinator) and parents. Class Teachers, Form Tutors and House Tutors are allocated time in pastoral periods in order to offer guidance for tutees and targets will be set and reviewed, reflecting general trends or significant shortcomings in a child's showing.

Commendations are issued and recognise a pupil's Attitude to Learning, based on their half-termly assessments. To receive a Commendation certificate, at least 80% of the pupil's Attitude to Learning grades must be "Outstanding" and none should be "Reluctant" or "Passive".

In the Senior School Commendations are awarded on the basis of weighted calculations

- House Tutor's commendation: pupil's weighted Attitude to Learning grades will be in top 20% of the cohort;
- Housemaster's/Housemistress' commendation: pupil's weighted Attitude to Learning grades will be in top 10% of the cohort;
- Headmaster's Commendation: pupil's weighted Attitude to Learning grades will be in the top 5% of the cohort and they should have previously received a Housemaster's/Housemistress' Commendation.

Pupils whose grades give cause for concern will be raised by and discussed at assessment meetings.

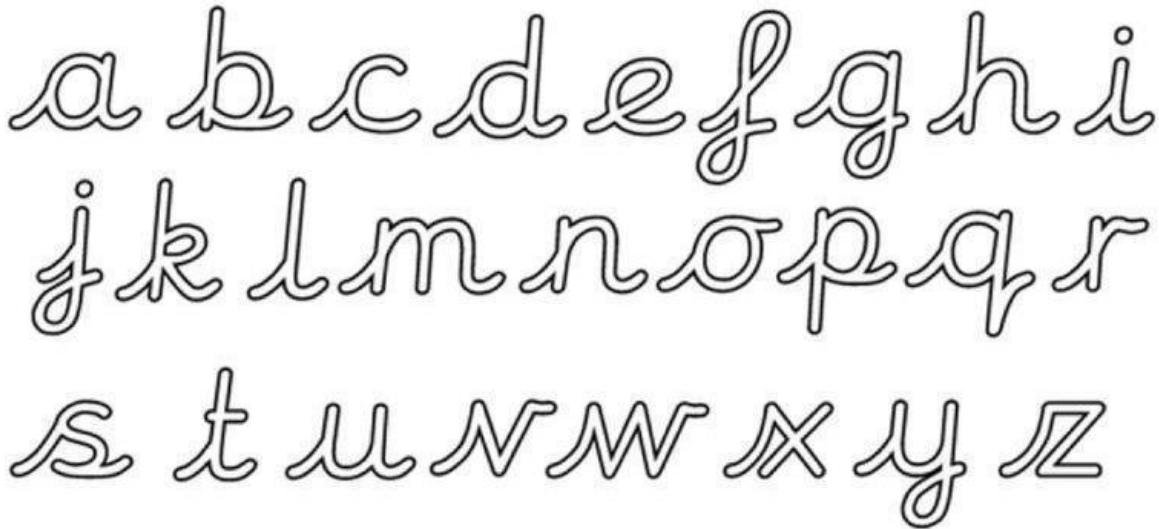
There is large body of research endorsing this style of formative assessment. Black and Wiliam (1998) conducted an extensive research review of 250 journal articles and book chapters culled from a much larger pool to determine whether formative assessment raises academic standards in the classroom. They concluded that efforts to strengthen formative assessment produce significant learning gains as measured by comparing the average improvements in the test scores of the students involved in the innovation with the range of scores found for typical groups of students on the same tests. Effect sizes ranged between 0.4 and 0.7, with formative assessment apparently helping low-achieving students, including pupils with learning disabilities, even more than it helped other students (Black and Wiliam, 1998).

Feedback given as part of formative assessment helps learners become aware of any gaps that exist between their desired goal and their current knowledge, understanding, or skill and guides them through actions necessary to obtain the goal (Ramaprasad, 1983; Sadler, 1989). The most helpful type of feedback on tests and homework provides specific comments about errors and specific suggestions for improvement and encourages students to focus their attention thoughtfully on the task rather than on simply getting the right answer (Bangert-Drowns, Kulick, & Morgan, 1991; Elawar & Corno, 1985). This type of feedback may be particularly helpful to lower achieving students because it emphasizes that they can improve as a result of effort rather than be doomed to low achievement due to some

presumed lack of innate ability. Formative assessment helps support the expectation that all children can learn to high levels and counteracts the cycle in which students attribute poor performance to lack of ability and therefore become discouraged and unwilling to invest in further learning (Ames, 1992; Vispoe & Austin, 1995).

### **30. HANDWRITING POLICY**

King's School Handwriting Script:



As a school, our aims in teaching handwriting are to help the pupils:

- Understand the importance of legible presentation in order to communicate their meaning clearly.
- Take pride in the presentation of their work and, therefore, view good handwriting with a sense of achievement.
- Write quickly to aid creative and imaginative expression, urging a cursive style to achieve this aim.
- Use their skills with confidence in real-life situations.
- Achieve a high standard of penmanship.

#### **Considerations for the monitoring of handwriting include:**

- Little and often is better than full-lesson instruction at this age.
- Ensuring a good position with chair tucked in, correct posture and paper turned on the appropriate diagonal.
- Seating left-handed pupils to the left of right-handers.
- Ensuring the correct “pencil” grip.
- All teachers, irrespective of subject specialism, should encourage good practice.

For a range of helpful online resources, see:

<https://teachhandwriting.co.uk/key-stage-2-handwriting.html>

**Feedback:**

- All colleagues should comment on pupils' presentation in books on a regular basis and hold pupils accountable for poor presentation.
- This aims to encourage and to give guidance for future work.
- Written comments should be clear, with errors indicated.

All pupils in Year 4 and above should write with an appropriate Handwriting Pen, e.g. Berol not a biro.

### **31. PUPIL PERFORMANCE**

We measure pupil performance in a range of ways:

- Subject teachers measure performance with every lesson, piece of work completed and assessment taken.
- Departmental analysis of assessment tests and examinations.
- In-house half-termly Assessments/Reports show grades for each period.
- Analysis of internal examination results compared to target grades generated by CEM/UCAS requirements.
- Analysis of half-termly assessments using SISRA Analytics.
- In-house analysis of external examination results compared to target grades generated by CEM.
- CEM analysis of external examination results.

### **32. EXAMINATIONS (including ENTRANCE TESTS)**

Children are admitted to King's School following an assessment of their ability, and while a pupil's progress from the Junior School to the Senior School is not dependent upon an entrance examination, the Principal reserves the right to advise parents that placement in the Senior School may not be in their child's best academic interest.

Examinations for new entrants looking to join King's in September are generally held in the previous Michaelmas or Lent Terms. Entrance Examinations will consist of a non-verbal reasoning test, an English test and a Mathematics test. These tests will take the form of on-line ISEB papers and candidates achieving the appropriate standard in these papers will be invited to return to sit the King's Exhibition Paper and complete interviews.

Regular internal assessments support teacher-judgements in order to track pupil progress.

In Years R - 3, class assessment in Phonics and/or Common Exception Words for each year-group

will highlight the tricky words and sounds which have been forgotten or not retained by pupils, and require further learning. In each year-group, from Year 1 upwards, a weekly spelling test and writing dictation will focus on pupils' learning of common exception words and spelling patterns. The Spelling assessments each week, and the end-of-year assessments, help to group pupils successfully according to their learning needs for spelling practice. The groupings may be changed on a termly or half-termly basis depending upon the needs of the individual child.

In Year 3, children are tested on Mental maths on a weekly basis, and grouped for Maths lessons across the year-group, according to assessments made at the beginning of the year. Once again, these groups are fluid.

Every week, each child is heard to read as often as possible by the teacher or an assistant. Regular assessments therefore take place of each child's reading ability, and notes are made in the Contact Book whenever the child is heard reading in school. Books are given to children to read in school and to share at home. A range of genre are available within each colour band within each class. The reading level for the child is considered when deciding the correct colour band for the child to read books from. Children will move through the levels at different paces according to ability and interests.

In Year 2 Accelerated Reader is introduced (this is also used in Years 4 – 6 in the Preparatory School). Accelerated Reader helps the teachers track the children's independent practice and progress with reading. It helps and encourages children to read a range of books. After a book has been finished the children take a short online quiz on what they have read.

In writing, pieces of children's independent writing are assessed and moderated "in house". Copies of this work is collected in a black file and then passed up to the next teacher each year.

Each September, children whose performance has dipped or remained static or fallen well below age-related expectations during the previous academic year, will be highlighted to their new Class Teacher by the Learning Support Coordinator or the Whole-School Director of Teaching and Learning so that a renewed push towards improvement is adopted by all. High achievers in the assessments will also be identified. Teachers are asked to discuss all pupils who are moving to a new teacher for the next academic year, with the new teacher, before the summer holidays, so that any vital information about the work attitude and performance of individuals is passed on verbally.

In Years 4-8 pupils sit assessments set by Subject Teachers in order to measure progress and a pupil's showing is matched against CEM baseline assessments. Assessment tests are usually set at the end of a module, except in the Midsummer Term when in they are scheduled for pupils in these groups around the May half-term break to inform the summative report. Assessments are sat in normal lesson time in pupils' usual classrooms and papers are marked and moderated by Subject Teachers.

In the Senior School internal examinations are set in the Remove, Lower Fifth and Lower Sixth years around half-term in the Midsummer Term.

Upper Fifth and Upper Sixth pupils have mock examinations in the first two weeks back in January before taking terminal examinations in May/June as determined by the external examination boards.

The exception here is the Sport BTEC award, when examinations can be repeated.

All assessments/examinations are strictly invigilated so that pupils learn to work under some degree of pressure for a fixed term. They learn the importance of answering a fixed number of questions within a given time-scale.

Additional time (25%) and access arrangements (e.g. Readers, Rest Breaks, use of personal computers for typing, etc) are applied if this is standard practice throughout the term, thus matching the criterion for public examinations. Eligibility for these concessions will be determined by Miss Walters, and an Educational Psychologist recommendation for concessions is no guarantee of the provision if this is not routine.

After much discussion at all levels, including teaching staff, the Executive Board and the Education Committee of the Governing Body, in 2017 it was resolved that the testing regime of Key Stage One and Two National Assessments is inconsistent with King's vision of "outstanding education". It has a narrowing effect on the curriculum and often asks for elements to be taught, unhelpfully, out of context. Moreover, the reporting of results lacks nuance and is largely unhelpful. In contrast, robust internal processes are in place for monitoring pupil progress, using a range of strategies and measuring a child's performance against externally-audited data from the Cambridge Centre for Evaluation and Monitoring. This data informs our dialogue with parent, at Parents' Evenings.

Given the wide-ranging criticism of the current national assessment regime, the launching of the government's consultation on the future of the statutory assessment arrangements for Key Stage One in March 2017, and the fact that only one other IAPS Preparatory School in Kent still sits the Year 6 tests and none of the 23 schools sit the Year 2 tests, the decision to move away from SATs in Year 2 and 6 was taken. This move was not undertaken timidly, but rather viewed as an opportunity to promote, with confidence, the product of which we are so proud - a curriculum with breadth and nuance, relevance and rigour.

It should be noted that pupils are not specifically prepared for the 11+ transfer tests and we would advise parents who are considering entering their children for these tests to speak with the Vice-Principal (Junior) or the Deputy Director of Teaching and Learning who will be able to advise as the application process and the likelihood of their son or daughter being awarded a "selective" place. This can prevent unnecessary distress for pupils and parents who sit the tests ill-advisedly.

### **33. PASTORAL CARE AT KING'S SCHOOL**

At King's School, pastoral care means looking after all our pupils and ensuring that during their time at King's they can lead fulfilling and balanced lives. It is also about helping our pupils to look after themselves and others so that ultimately when they leave the Senior School they have developed into responsible and confident young people. We believe that pastoral care underpins personal development and that it is very important that all our pupils feel they belong and that their self-esteem is able to grow because they feel valued.

Central to our pastoral care is the belief that it is crucial that our pupils know there are key people across the school who are responsible for the care of each pupil. This ensures that all our pupils are supported throughout their time at King's School so that they are able to enjoy all that our school has to offer both academically and pastorally.

#### **(a) Designated Safeguarding Lead**

Mrs Laura George, the Assistant Vice-principal in the Junior School, has overall responsibility for Safeguarding at King's School. She leads the pastoral team in the Junior School, where she is supported by Mrs Kellie Crozer (Vice-Principal Junior School and Head of EYFS) and Mrs Nicky Heddershaw (Year 7 and 8). The pastoral team in the Senior School is led by Mr Owen Smith (Vice-Principal Senior School), supported by Mrs Sarah Miles (Sixth Form) and Miss Lauren Costelloe (Removes and Fifth Form). They line manage the Housemasters and Housemistresses, who have the overview of the pupils in a vertically arranged house system.

In addition, this team is supported by the chaplain (the Reverend Stephen Padfield), a counsellor (Mrs Jane Bolton) and the medical sister (Mr Alastair Grearson). Moreover, every pupil has a Class Teacher, Form Tutor or House Tutor who is responsible for his or her care on a day-to-day basis, as well as monitoring the academic progress and personal welfare of their tutees. They review progress through the half-termly assessments and also liaise with parents by communicating any academic or personal issues that may arise. If an issue is of a more serious nature it may be dealt with by a more senior member of the Pastoral Care team.

#### **(b) Pastoral Tutors**

Every pupil has a Class Teacher, Form Tutor or House Tutor who is responsible for their care on a day-to-day basis. Class Teachers, Form Tutors and House Tutors take an interest in academic progress and personal welfare of their tutees. They monitor school achievements through the half-termly assessment and reporting and also liaise with parents by communicating any academic or personal issues that may arise. If an issue is of a more serious nature, it may be dealt with by a more senior member of the Pastoral Care team. Sometimes, Forms may meet as year-groups to discuss a particular issue or topic that is relevant. This enables Form or House Tutors to target and respond to pupil needs at an appropriate level.

To reach any member of the teaching staff, use their first initial, followed by their surname, and the ending @kings-rochester.co.uk. For example, to contact Paul Medhurst use the address pmedhurst@kings-rochester.co.uk

#### **(c) Support for Pupils' Personal Concerns**

If a pupil has concerns about a more personal non-academic issue, either at school or at home, they would then seek advice from any member of staff they felt they could trust and were comfortable talking with. This may not be one of the designated Pastoral Care team. A pupil would also have access to organisations outside of school:

- ❖ ChildLine: 0800 1111 or [www.childline.org.uk](http://www.childline.org.uk)
- ❖ NSPCC - 0808 800 5000
- ❖ Independent listener: Father Richard Peers, who can be contacted by telephone 07724 030620

**(d) Safeguarding Team (Keeping our pupils safe)**

Members of staff are specifically trained to help with difficult personal problems whether they occur at home or at school. The designated safeguarding lead responsible for Safeguarding issues is:

Mrs Laura George (DSL) email - [lgeorge@kings-rochester.co.uk](mailto:lgeorge@kings-rochester.co.uk)

**(e) Care for pupils when they are unwell during the school day**

Mr Alastair Greason is in the full-time Nursing Sister in the Medical Centre in St Nicholas House and he is available during the school day to assist any pupil who is feeling unwell. Pupils are encouraged to tell their teacher if they are feeling unwell during a lesson and then appropriate care can be provided. Any medications are always kept in the Medical Centre and only given as prescribed.

Mr Alastair Greason email - [medicalcentre@kings-rochester.co.uk](mailto:medicalcentre@kings-rochester.co.uk)

**(f) Well-Being Coordinator**

The Well-Being Coordinator, Mrs Jane Bolton, is a trained Counsellor, will offer further specialist support for children, both individually and in groups, and enhance the provision addressing Mental Health.

**(g) Concerns about peers**

At King's School the welfare of our pupils is central to our ethos and caring for our pupils is paramount. However, there are times when a pupil maybe unhappy and needs help but they are not able to ask for support. Our Pastoral Care team supports pupils who are in a situation where they are concerned about a friend who needs help and who is not able to ask for help. All pupils are made aware of the different members of staff they can ask for advice and this information is displayed widely about the school.

**(h) Academic Concerns**

Any pupil who is worried about their work or has concerns about an issue in their lessons should firstly approach the subject member of staff. All teaching staff are keen to sort out any problems and will usually be able to resolve any issues working alongside the pupil. If the problem is unresolved or a pupil feels unable to talk with the member of staff, then they would talk to their Class Teacher, Form or House Tutor. If the issue remained unresolved, a pupil could escalate the issue to a more serious status by talking to Mrs Cross, the Deputy Whole-School Director of Teaching and Learning.

**34. REWARDS AND SANCTIONS** (Also see *Whole-School "Behaviour Policy"*)

At King's, we want our school community to be one in which the recognition and reward of positive behaviour is the driving factor in maintaining high standards. Routinely, across the School, staff will look for opportunities to praise pupils when they demonstrate positive behaviour both inside and outside the classroom.

### **King's Points**

These points are awarded to pupils across all three schools and can be awarded for one of eight categories - excellent work, marvellous manners, contribution to class discussion, participation in school life, perseverance, looking after others, great collaboration and considering the community. King's Points are visible to parents and pupils via My School Portal and pupils reaching certain "milestone" numbers of King's Points will be recognised in Assemblies or in the Cathedral.

In Nursery - Year 3, once children have achieved 60 King's points, they are awarded with a certificate. The children work towards a Bronze, Silver and Gold certificate .

### **House Tokens**

In Nursery - Year 3 pupils are awarded "House tokens" for conduct and kindness relating to the school characteristics (Happiness, Endeavour, Aspiration, Roundedness, Team work). These are counted each half-term by the Year 3 house captains and vice house captains.

### **Commendations**

From Year 4 and up an excellent attitude to learning is rewarded through the award of Commendations. These are presented at the end of term assemblies and are based on pupils' end of term reports.

### **Co-Curricular Success**

Across the School, Co-Curricular success is celebrated in Assemblies, in the Cathedral and, at the end of each term through acknowledgement and applause and through the presentation of appropriate certificates, medals, trophies etc.

In the Senior School, longer-term achievement and/or dedication and commitment to a particular area of school life is also recognised by the awarding of Award and Colours.

### **Supporting Pupils in improving their Behaviour**

We recognise that pupils will sometimes need support in ensuring that their behaviour meets the standards expected by the School.

Such support includes:

- Publishing and reinforcing the School Rules - pupils will be reminded of the rules through occasions such as assemblies and form/ class times;
- Delivering a comprehensive programme of PSHEE (Personal, Social, Health and Economic Education) that includes elements that reinforce the school's expectations of behaviour;
- Offering pastoral support from Class Teachers, Form or House Tutors, Housemasters/Housemistresses, the School Counsellor and the Chaplain;
- Communicating with parents/carers when a pupil's behaviour starts to be of particular concern or where a specific incident of poor behaviour has taken place;
- Involving peer mentors, buddies and senior pupil mentors;
- Encouraging parents to support the School's expectations as are which are communicated in the school-specific joining information, Parents' Evenings and through the School's regular

- communications (newsletters and mail-outs);
- Implementing Pastoral Support Plans or Academic Reports to give a Pupil specific targets and/or strategies in terms of improving their behaviour.

### **Sanctions**

Sanctions vary between the schools due to the differing age of pupils, but may include things such as a requirement to undertake menial but not degrading tasks on behalf of the School or external community, removal from a particular lesson or teaching group, withholding participation in educational visits, playtime or sports events which are not essential to the curriculum, detention for a reasonable period, withdrawal of privileges or positions of responsibility, temporary suspension, or being removed or permanently excluded.

The School does not operate a “tariff-based” approach to issuing sanctions and staff are careful to take the circumstances of both individual pupils and incidents into account, the paragraphs below set out some likely sanctions issued.

### **Nursery - Year 3**

Sanctions may include:

- “Time in” (EYFS) - this involves the child being moved to an adult in the room for three minutes. Then, the adult will discuss the child’s behaviour with them and the child given the opportunity to talk through, with support, how they would self-regulate their behaviour if the situation occurred again.
- Loss of Golden Time (Years 1-3)
- Loss of Playtime (Years 1-3)
- Temporary Suspension
- Permanent Exclusion or Removal

Pupils in this part of the school also make use of a “Behaviour Ladder” to help pupils and parents understand how sanctions escalate.

### **Year 4 - Year 8**

Sanctions may include:

- Yellow cards (loss of Friday break time)
- Red cards (loss of Friday lunchtime)
- Head’s detention
- Temporary Suspension
- Permanent Exclusion or Removal

The table below includes examples of behaviours that may result in a particular sanction. Please note that this is **NOT** an exhaustive list and, as stated above, the School does not operate a ‘tariff-based’ approach to issuing sanctions and staff are careful to take the circumstances of both individual pupils and incidents into account.

<b>Sanction</b>	<b>Examples of actions leading to the sanction</b>
<b>Yellow Cards from repeat infractions</b>	Constantly off task, repeated missed deadlines, repeated task avoidance, constantly distracting others, often moving around unnecessarily, pushing in line on numerous occasions, talking in line-up after warning, repeatedly talking out of turn, running in corridors after warning.
<b>Immediate Yellow Cards</b>	Cheating, throwing items, lying, swearing, disobeying staff instructions, name calling, miss-use of technology.
<b>Immediate Red Cards</b>	Violence, verbal abuse to staff, vandalism, stealing, forgery, bullying, discrimination (e.g. racism/sexism), swearing directly at person, harassment, leaving school grounds.
<b>Vice-Principal's Detention</b>	Cumulative poor behaviour or receipt of sanctions including having previously sat a school detention for the same issue, defiance towards staff, bullying or harassment of another pupil (either in person or digitally), use of discriminatory language, inappropriate use of technology, first instance of smoking/vaping.
<b>Temporary Suspension</b>	Swearing at a member of staff, truancy, repeatedly smoking/vaping in school, bringing the school into disrepute, instances of discriminatory behaviour, bullying another pupil, instances of physical violence or threatening behaviour including verbal abuse (either in person or online), or bullying behaviour, having previously served two Vice-Principal's detentions.
<b>Permanent Exclusion</b>	Bringing drugs into school, use of drugs, repeated behavioural issues where one or more temporary term exclusions have already been served, serious instances of bullying, serious incidence of physical violence or intimidating behaviour.

## Senior School

Sanctions may include:

- Subject Detention at break time or lunchtime
- School Detention (60 minutes usually held after school on Wednesdays)
- Head's Detention (Between 90 minutes and 3 hours held Friday after school or on a Saturday morning)
- Withdrawal of Privileges or Positions of Responsibility
- Temporary Suspension
- Permanent Exclusion or Removal

The table below includes examples of behaviours in the senior school that may result in a particular sanction. Please note that this is **NOT** an exhaustive list and, as stated above, the School does not operate a "tariff-based" approach to issuing sanctions and staff are careful to take the circumstances of both individual pupils and incidents into account. Any incident that poses a safeguarding risk to another child may be given a more serious sanction.

Sanctions		Consequence
<i>Level 2</i>	Misuse of Digital Device	<b>Subject Detention</b>
	Missing a Deadline	
	Three warnings in one Lesson	
	Lack of Work	
	Failure to Follow Instructions	
	Swearing (not directed at a person)	
	Inappropriate Behaviour	
<i>Level 3</i>	Two x Level 2	<b>School Detention</b>
	FTA Subject Detention	
	Defiance	
	Lying to a member of Staff	
	Stealing	
	Vandalism	
	Swearing at another Pupil	
	Truancy	
	2nd Instance of Misuse of Mobile	
	Being Out of Bounds	
	Cheating	
<i>Level 4</i>	Previous School Detention for L3	<b>VP's Detention</b>
	Bullying	
	Use of Discriminatory Language	
	Smoking/Vaping in School	
	Possession of Vape	
	Possession of a Banned Item	
	Breach of AUA	
<i>Level 5</i>	Swearing at Staff	<b>Suspension, Permanent Exclusion or Removal</b>
	Discriminatory Behaviour	
	Bullying	
	Possession of Prohibited Item	

	Physical Violence	
	Verbal Abuse	
	Threatening Behaviour	
	Persistent Failure to follow the rules of the School	
	Bringing the School into Disrepute	

### 35. KSR GLOSSARY

At King's we have a number of phrases and sayings that may feel like another language. To make life easier, here are a few of them.

Remove            Year 9  
Lower Fifth      Year 10  
Upper Fifth      Year 11  
Lower Sixth      Year 12  
Upper Sixth      Year 13

Black Gate      Entrance to the Paddock, waiting place for Junior School classes.

Boathouse      Home to the Rowing Club, located by Allington Lock on the River Medway.

Bob's            Bob Doubles, the cafe by the Swimming Pool (named by OR James Beach in 1999).

*Carmen*        School song with lyrics by former Headmaster, the Canon William Parker, and music by  
*Roffense*       Charles Hylton-Stewart.

Chadders       Chadlington House (where EYFS to Year 3 pupils are taught), named after a leading Benefactor of the school, Peter Gummer, Lord Chadlington.

Chapel          Senior school short service in Cathedral on a Thursday and Friday at 8.30

Cheetham      Computing Block in Main School Yard.

Choristers      A small number of pupils in Year 4-8 who are awarded a reduction in fees to sing in cathedral services most days of the week. They rehearse from 7.30 am four mornings a week and have a reduction in set Prep. as they are required in the cathedral four midweek evenings and most Sundays each week during term time.

CCF             Combined Cadet Force.

Colours Room   Part of the Paddock Pavilion, dedicated to Maurice Miskin, a former pupil killed in WWI.

Commem        Commemoration Day - the first Saturday of the Michaelmas Term when ORs attend the service. Compulsory for academic staff and pupils in Year 5 upward.

Congo	Congregational practice, when pupils and staff rehearse songs in preparation for services.
Domains	Groups of subjects with a shared ambition.
DDB	David Dann Building, named after a former Governor.
Davies Court	Located on the Vines, home to Art, MFL and Religious Studies.
Games (Senior)	U6, L6, U5
Games (Junior)	L5, Removes
Grey Suits	Pupils in Remove, L5th and Uth whose uniform is a grey suit.
Gowns & Hoods	Academic gowns and hoods, only worn for Commemoration Day, Carol Services, Speech Days and Whole-School services. Only members of SMT wear them for the weekly services.
HEART	Happiness, Endeavour, Aspirational, Roundedness and Teamwork.
Holm Oak	Ancient oak tree at the Black Gate entrance to the Paddock.
KE	King's Exhibitioner - an academic scholarship awarded at Year 7 level.
KPS	King's Parent Supporters - a parent body that raises funds for the school.
KPDP	King's Professional Development Programme.
KRSC	King's Rochester Sport Centre, our netball, tennis, rackets and gym facility on Maidstone Road.
KS	King's Academic Scholar, enrolled as members of the Cathedral Foundation.
KSR	King's School Rochester.
King's Sunday	The first and last Sunday of each term, when King's Scholars attend the Sunday Eucharist.
Lifers	Pupils who join King's in the Reception and leave at the end of the Sixth Form.
Mackean	Mackean House, Senior teaching block, base for English, Economics and Academic PE (classrooms on iSAMS are labelled as "K").
MSY	Main School Yard - where Science, DT and Computing are located in the Senior School.
OR	Old Roffensian - a former pupil of the school.
OSM	Old St Margaret's House, once part of Sir Richard Watts' charitable school.

Parents' Forum	Elected parents representing each year-group, acting as a focus group.
PSY	Prep School Yard - the main yard for pupils Year 4 - 8 outside the Prep teaching block.
Removes	Pupils in Year 9, one step removed from the Junior School.
Roffensian	Current pupil.
Rookwood	Building on West side of the Paddock, home to the Learning Support Department.
Satis	Satis House, named after Elizabeth I's visit in 1573, now the Senior School Administration Block, the Principal's Study and the Sixth Form Centre.
Sister's	The Medical Centre.
St Nicks	St Nicholas House = Prep School Staff Room Building.
Terms	Michaelmas (autumn), Lent (spring) and Midsummer (summer).
The Alps	Our rugby, football, cricket, athletics and outdoor learning area - 1 km up Borstal Road.
The Paddock	Sports field, adjacent to the Junior School.
The Vines	Public space adjoining Davies Court and School House, used by monks for cultivating vines.
Vines Hall	Former church building on Crow Lane, incorporating Drama Studio and used for Examinations.
Zetountes Society	Meeting of King's Scholars, attending lectures, King's Sunday, Cathedral Callover, etc.

### King's School Houses

<b>Crick</b>	Dark Green	Thomas Crick – Dean of Rochester (1943–1958)
<b>Parker</b>	Pale Blue	William Parker – Headmaster of the School (1913–1935)
<b>Storrs</b>	Cerise (Red)	John Storrs – Dean of Rochester (1913–1928)
<b>Whiston</b>	Gold (Yellow)	Robert Whiston – Headmaster of the Cathedral Grammar School (1842–1877)

**APPENDIX: MICHAELMAS TERM ASSESSMENT SCHEDULE**

Grade Assessments, Written Reports, Parents' Evenings 2025-2026		CEM Contextual Data Baseline	Michaelmas (i) 2025						Michaelmas (ii) 2025					
			Grades	Subject Comment	Form Tutor Comment	Educational Support & EAL Comment	Instrumental Music Comment	Parents' Evening	Subject Grades	Subject Comment	Form Tutor Comment	Educational Support & EAL Comment	Instrumental Music Comment	Parents' Evening
Junior	Nursery	CEM Aspects								Yes (EYFS)	Yes		Online & In- Person	
	Reception	CEM Base								Yes (EYFS)	Yes		Online & In- Person	
	Year One	Cambridge Primary								Yes: En, Ma & Gen	Yes		Online & In- Person	
	Year Two	Cambridge Primary								Yes: En, Ma & Gen	Yes		Online & In- Person	
	Year Three	Cambridge Primary	Subject & Attitude Grades						Subject & Attitude Grades	Yes: En, Ma & Gen	Yes		Online & In- Person	
	Year Four	Cambridge Primary	Subject & Attitude Grades		Yes				Subject & Attitude Grades	Yes: En, Ma & Gen	Yes		Online & In- Person	

	Year Five	Cambridge Primary	Subject & Attitude Grades						Subject & Attitude Grades		Yes: En, Ma & Gen	Yes		Online & In-Person
	Year Six	Cambridge Primary	Subject & Attitude Grades						Subject & Attitude Grades			Yes		
	Year Seven	MidYIS	Subject & Attitude Grades		Yes				Subject & Attitude Grades			Yes		
	Year Eight		Subject & Attitude Grades					Online & In-Person x 2 Evenings	Subject & Attitude Grades			Yes		
Senior	Remove	MidYIS	Subject & Attitude Grades		Yes				Subject & Attitude Grades			Yes	Yes	In-Person
	Lower Fifth	Yellis	Subject & Attitude Grades						Subject & Attitude Grades			Yes	Yes	
	Upper Fifth		Subject & Attitude Grades					Online Evening	Subject & Attitude Grades			Yes	Yes	
	Lower Sixth	Alis	Subject & Attitude Grades		Yes				Subject & Attitude Grades			Yes	Yes	In-Person
	Upper Sixth		Subject & Attitude Grades					Online	Subject & Attitude Grades			Yes	Yes	

## LENT TERM ASSESSMENT SCHEDULE

	Lent (i) 2026						Lent (ii) 2026					
	Subject Grades	Subject Comment	Form Tutor Comment	Educational Support & EAL Comment	Instrumental Music Comment	Parents' Evening	Subject Grades	Subject Comment	Form Tutor Comment	Educational Support & EAL Comment	Instrumental Music Comment	Parents' Evening
Nursery									Yes (EYFS)			Online & In-Person
Reception									Yes (EYFS)			Online & In-Person
Year One									Yes: En, Ma & Gen			Online & In-Person
Year Two									Yes: En, Ma & Gen			Online & In-Person
Year Three	Subject & Attitude Grades						Subject & Attitude Grades		Yes: En, Ma & Gen			Online & In-Person
Year Four	Subject & Attitude Grades						Subject & Attitude Grades		Yes: En, Ma & Gen	Yes		Online & In-Person
Year Five	Subject & Attitude Grades						Subject & Attitude Grades		Yes: En, Ma & Gen	Yes		Online & In-Person

Year Six	Subject & Attitude Grades					In-Person	Subject & Attitude Grades			Yes		
Year Seven	Subject & Attitude Grades						Subject & Attitude Grades			Yes		Online & In-Person
Year Eight	Subject & Attitude Grades						Subject & Attitude Grades			Yes		
Remove	Subject & Attitude Grades						Subject & Attitude Grades			Yes	Yes	
Lower Fifth	Subject & Attitude Grades						Subject & Attitude Grades			Yes	Yes	Online Evening
Upper Fifth	Mock Examination Grades					In-Person		Yes	Yes	Yes	Yes	
Lower Sixth	Subject & Attitude Grades						Subject & Attitude Grades			Yes	Yes	
Upper Sixth	Mock Examination Grades					In-Person		Yes	Yes	Yes	Yes	

**MIDSUMMER TERM ASSESSMENT SCHEDULE**

Midsummer						
	Subject Grades	Subject Comment	Form Tutor Comment	Educational Support & EAL Comment	Instrumental Music Comment	Parents' Evening
Nursery		Yes	Yes (EYFS)	Yes	Yes	
Reception		Yes	Yes (EYFS)	Yes	Yes	
Year One		Yes	Yes	Yes	Yes	
Year Two		Yes	Yes	Yes	Yes	
Year Three	Subject & Attitude Grades	Yes	Yes	Yes	Yes	
Year Four	Subject & Attitude Grades	Yes	Yes	Yes	Yes	
Year Five	Subject & Attitude Grades	Yes	Yes	Yes	Yes	

Year Six	Subject & Attitude Grades	Yes	Yes	Yes	Yes	
Year Seven	Subject & Attitude Grades	Yes	Yes	Yes	Yes	
Year Eight	Subject & Attitude Grades	Yes	Yes	Yes	Yes	
Remove	Subject & Attitude Grades	Yes	Yes	Yes	Yes	
Lower Fifth	Subject & Attitude Grades	Yes	Yes	Yes	Yes	
Upper Fifth				Yes	Yes	
Lower Sixth	Subject & Attitude Grades	Yes	Yes	Yes	Yes	
Upper Sixth				Yes	Yes	